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# The Bulletin

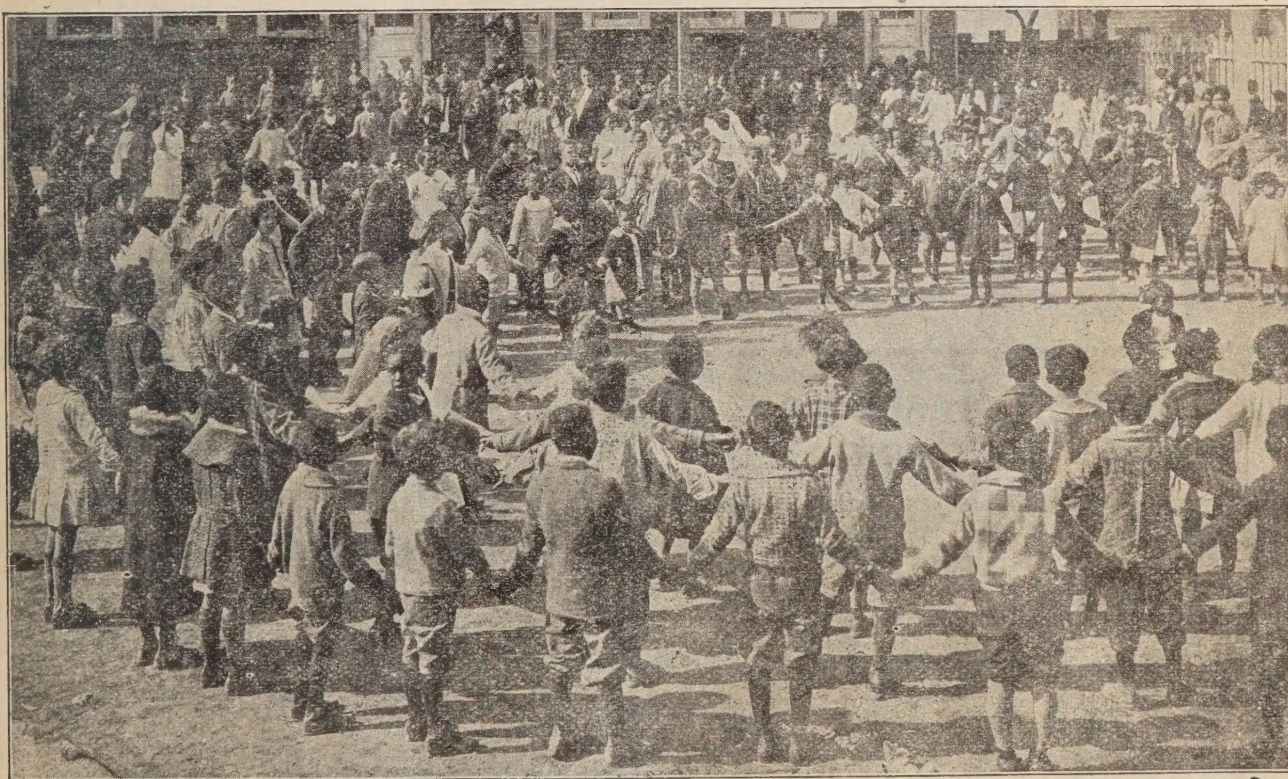
*Official Organ of the National Association of Teachers  
in Colored Schools*

VOLUME X.

DECEMBER, 1929

NUMBER I.

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*Membership, Including Bulletin, One Dollar and Fifty Cents Per Year*

ANNUAL MEETING OF THE N. A. T. C. S., PETERSBURG, VIRGINIA, 1930.



# THE BULLETIN

VOLUME X.

DECEMBER, 1929

NUMBER I.

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Tougaloo, Hinds County, Mississippi



## Problems In Curriculum Making In Commercial Colleges And Departments



*Mrs. H. H. Hale*

In order to ascertain the present status of commercial education in Negro Schools, questionnaires were mailed to 110 Negro High Schools and Colleges, 30 High Schools and 80 colleges and Universities or schools above High School grade. About three-fourths of the schools responded. About one-third of the high schools offer some commercial work, but a limited amount of same, requiring from two to four years for the completion of said course. The entrance requirements range from the 7th Grade to the 3rd Year High School, and the graduation requirements vary from 6 to 16 units. They employ from one to two full time teachers, holding the A. B., B. S. in Commerce degrees; and some one or two part time teachers holding similar degrees. The enrollment among the boys varies from 5 to 35 annually, and among the girls from 20 to 64. No students are allowed to take only commercial subjects, in our Negro High Schools, altho those who attend the mixed High Schools do have that opportunity in High Schools of Commerce in the northern and eastern schools. None are employed as commercial teachers, most of them find employment as stenographers and bookkeepers and general office clerks.

About one-sixth of our state and private colleges offer commercial and business administration

courses. We have a few strictly private business colleges, but mostly of high school grade. From two to four years are required to complete these courses, but in many cases students may simply elect such subjects in this department as they desire. There are required from 15 to 16 units for entrance, which is the standard college entrance requirement. Some designate only students in the upper quartiles to be admitted for this special training, as they deem it necessary to have a superior brain to master business, contrary to much of our public opinion. In many cases, students, who can not grasp anything else, are advised to take Commerce. These schools require from 43 hours to 128 semester hours or some 192 quarter hours, for graduation. About one-third of them offer degrees in Commerce or Business. They are instructed by faculties ranging in number from one to twelve, holding degrees as follows: A. B., B. S., M. A., and Ph. D., giving their full time, and also assisted by part time teachers holding A. B., B. S., and A. M. degrees. The young men are usually less in number in these courses, except where purely business administration is offered, so that we find from 3 to 50 young men and 4 to 100 young women annually taking these courses, in the respective institutions. From 5 to 20 per cent receive employment as Commercial Teachers, while the Stenographers and Secretaries, Bookkeepers and Accountants receive from 20 to 80 percent respectively, and the general office clerks from 5 to 40 per cent employment, including salesmanship. (and 10 to 20 percent).

There are three conditions responsible for the death of Commercial Education, especially as it applies to our Colored youth; a very different situation as compared with the White youth of America.

First, America is not Commercial College minded for the Colored youth, Although the Federal Vocational Fund, made possible by the Morrill Act and Smith Hughes Act, provides appropriation for the Commercial Education as well as that in Home Economics, Trades and Industries, and Agriculture, still comparatively nothing is spent on Commercial Education as against the large amounts spent on the other departments for Colored. Most of the work has been done by private initiative and a growing tendency is being felt among the Land Grant Colleges. Very little is being done in the High Schools. The main reason is the psycho-



# THE MATHEMATICS NEEDED IN A MODERN LAND GRANT COLLEGE

*By H. Manning Efferson*

The Morrill Act, introduced in Congress by Justin Smith Morrill December 14, 1857, provided for the foundation and the maintenance of colleges "Where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanics arts—in order to promote the liberal and practical education of the individual in the several pursuits and professions of life."

For a number of years, following the adoption of the Morrill Act and the establishment of the colleges, the institutions concentrated most of their efforts in three of the fields named in the original act. They gave their attention, in the main, to the teaching of agriculture and some of the money practical mechanics arts trades, such as carpentry, masonry, shoemaking, blacksmithing, etc. Military training was the third item on which great stress was laid. The classics and other subjects which are commonly known as liberal arts subjects as well as the major professions (law, medicine, etc.) were given minor places, if any, in the program.

Changing conditions and demands, however, gradually called for a larger program. These institutions, therefore, began to extend their programs in many directions to include a greater variety of courses causing a larger number and a more representative sampling of the students who entered college each fall to select them as the institution of their choice. This new expansion continued to gain momentum especially during the last fifteen years, and now as one observes the Land Grant Colleges, especially those of the middle west, he recognizes two very noticeable characteristics: First, many of them have become the leading institutions in their respective states; second, many have become full-fledged universities, offering not only work in the agricultural and industrial fields, but in all the fields included in the leading universities in the country.

In all of our private, higher institutions of learning (Harvard, Yale, Columbia, Chicago, etc.) very drastic changes in courses of study have been made from time to time to meet new conditions. During this period of change, the three subjects which have suffered, probably, the greatest cut or modification are Latin, Greek and Mathematics. The College Entrance Boards have modified the very rigid entrance requirements once held for these three subjects, while the colleges and universities have greatly reduced the number of units required in these subjects for graduation. The Land Grant Colleges have followed these institutions in

discarding entirely or making optional the selection of courses for which there is little or no demand. In mathematics particularly, the changes are very noticeable. Except for the little practical or applied mathematics required in agriculture and most of the mechanics arts trades, the only department maintaining any rigid requirements in mathematics is the department of Engineering, in all of its divisions.

As was stated above many of the Land Grant Colleges have become the leading institutions in their respective states. In the performance of their functions as State Institutions these colleges are frequently depended upon for the training of highly technical workers in all the industrial fields, especially those prominent in a given state. In addition to this, the Normal or Teacher Training Departments in these colleges are depended upon for the training of teachers and supervisors for the public schools of that state. This, of course, accounts, in part for the fact that in many of the Land Grant Colleges we find well organized schools or departments of Education. In fact, many of the most progressive of these institutions offer courses in the following fields:

1. College of Liberal Arts
  - A. School of Music
  - B. School of Journalism
  - C. School of Religion
  - D. School of Business
  - E. Division of Physical Education
  - F. School of Library Science
2. College of Education
  - A. Four-year Professional Course
  - B. Two-year Normal Course
3. College of Agriculture
  - A. Agronomy and Farm Management
  - B. Horticulture and Landscape Gardening
  - C. Poultry Husbandry
  - D. Animal Husbandry and Dairying
  - E. Vocational Courses of various kinds
4. College of Engineering and Architecture
5. College of Law
6. College of Medicine
  - A. School of Nursing
  - B. University Hospital
7. College of Dentistry
8. College of Pharmacy
9. School of Home Economics
10. School of Mines.



Perhaps there are others which I have overlooked in making out the above list. These will suffice, however, to give some idea of the extensive program which some Land Grant Colleges are now carrying.

In attempting to outline the mathematics which should be included in the several curricula of an institution offering such a varied program as that given above, a few very important questions come up for primary consideration. Some of these are: What powers do we want to develop? What values do we want to attain? Do we want to develop performance powers ("Vocational values") or do we want appreciational powers ("Non-Vocational or cultural values")? In either case, the next important is: How much is enough to produce the desired end or reach the desired goal?

A very careful consideration of these important questions will increase the probability of including in a curriculum only those courses which will be of greatest benefit to the individuals enrolled.

In most (almost all) of the leading institutions the courses in higher mathematics have been made elective. It is rather interesting to note, however, that in many cases, the number of students electing these higher courses compares very favorably with those taking free electives in other fields. Some elect them indirectly, of course, by choosing work in a field which requires the higher mathematics (e. g. Engineering); many others elect them as a means to future livelihood (earning a living); while others elect them for recreational, non-vocational, or cultural values. The third group studies the higher courses simply because of a love for the subject in itself.

In order to make sufficient mathematics available for all three of these groups in a Land Grant, College the following courses or their equivalent should be offered:

#### FOR TEACHERS AND SUPERVISORS OF MATHEMATICS

College of Liberal Arts and the Four-year Professional Course in Education

(Group 1)

First Semester

Freshman—College Algebra

Sophomore—Differential Calculus

Junior—Differential Equations

Senior—The History of Mathematics

Second Semester

Freshman—Plane Analysis Geometry

Sophomore—Integral Calculus

Junior—Advanced Calculus or Business Arithmetic

Senior—The Teaching and Supervision of Mathematics

Additional Electives

Mathematical Analysis, Differential Geometry, Elements of Statistical Theory

#### FOR TWO-YEAR NORMAL SCHOOL STUDENTS (GROUP II)

Junior—A full term composed of a review course in arithmetic, Theory of Methods of Teaching Arithmetic and some practice teaching.

Senior—(elective) A review of Algebra, Geometry and Trigonometry.

#### FOR STUDENTS IN THE COLLEGE OF AGRICULTURE

(Group III)

Freshman—Mathematics for Students of Agriculture, both semesters. During subsequent years, students in this department should be allowed to elect courses from Group I for which they are qualified, in so far as such selection does not conflict with their major work.)

#### COLLEGE OF ENGINEERING, ARCHITECTURE AND MINES

(Group IV)

First Semester

Freshmen—Elementary Mathematical Analysis or College Algebra

Sophomore—Integral Calculus

Junior—Advanced Calculus

Second Semester

Freshman—Same as First Semester, Plane Analytic Geometry

Sophomore—Integral Calculus

Junior—Solid Analytic Geometry

During the senior year, these students may elect any course from Group I for which they are qualified and which does not conflict with their major work.)

In all probability, the students in the other departments of such an institution will not have any required mathematics. Those who take it, therefore, will doubtless be the students who study the subject because of their love for it. These students should be allowed the widest range of selection for which they are qualified. Groups I and IV will offer the best sequence to be followed.

The Land Grant Colleges offering such a program as this in mathematics will go a long way toward meeting the demands made upon them in the performance of their functions as State Institutions.

It must be admitted that this proposed outline is far in advance of what is needed in the smaller Land Grant Colleges. Nevertheless, any individual who is observing the rapid progress that is being made in many of these institutions throughout the country will admit also that it is a suitable goal toward which to work. Many of these institutions are offering such a mathematics program already. The smaller colleges will make additions as need arises.



# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Published This Year November, December, January,  
February, March, April, May, June, July

Entered as Second Class, matter, at Charleston, W.

Va., 1929, under the act of August 24, 1912

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H. Manning Efferson.....Prof. Mathematics and  
Astronomy

It is with regret that the Bulletin is unable to carry the list of new officers elected at the annual meeting of the Association in Jackson, Miss. in July. It hopes to be able to publish the names of all officers, and chairman of all committees in its next issue. The President will also appear in the next issue.

We were very happy in the selection of our new officers. President Mordecai Johnson of Howard University is the president of the Association for 1929-30. President Johnson of Prentiss Institute, in Mississippi, is the first vice president. President W. Hunt of Fort Valley, Ga., is the new member of the Trustee Board. W. W. Sanders, Supervisor of Negro Schools of West Virginia is Executive Secretary; Mrs. Addie Streator-Wright of Tuskegee Institute and Brick, N. C., continues as Editor of the Bulletin. With the entire membership of the Association co-operating with the officers elected for this year, the program will be full and rich. The officers depend upon the co-operation of each member in order to keep alive a work so worthwhile as they are endeavoring to do for the education of the youth.

#### Fellow Teachers:

The National Association of Teachers in Colored Schools is appealing to you for membership and for your influence in securing memberships of other teachers. Our appeal is based on the following grounds:

1. The National Association of Teachers in Colored Schools is composed of all those persons who are teaching in Negro Schools in America. It is an Association formed to promote the interests relating to the education of the Negro. As such an organization, it is endeavoring to make a serious study of the problems arising in the field of Negro Education with a view of finding a solution of them.

2. The education of the Negro is not placed upon the same basis as the education of other groups. This is true in many sections of our country. The National Association of Teachers in Colored Schools is making a united effort to give to the country such information through the study of her committees as will bring about a change in public opinion in favor of the Negro on the part of those who control the school system.

3. The National Association of Teachers in Colored Schools is making a serious study of research problems. The time has come when those teaching in Negro Schools should approach the whole problem of education from a scientific point of view. This view should be based largely upon the experience of the group. Our efforts therefore, along lines of investigation, will be directed not only to general educational problems, but also we are considering problems arising out of our own social, economic, religious, political and intellectual background and environment.

4. As a teacher of the Negro youth you are intensely interested in the work the National Association of Teachers in Colored Schools is performing. Its activities touch your life at every point that yours touch the child. The Association stands for high professional attitudes, adequate school facilities for every child in America the classification and rating of Negro high schools by regional accrediting associations, longer school terms and better pay for teachers.

If you are interested in this program, write to the Executive Secretary for a membership blank. Membership fees are:

Annual membership	\$ 1.50
Affiliating membership	15.00
Life membership	30.00
Sustaining membership	100.00

Sincerely yours,

Wm. W. Saunders,

Executive Secretary  
N. A. T. C. S.



It would be hard to record all of the varying impressions received at a meeting of the National Association of Teachers in Colored Schools. At first one feels an irresistible stimulus to good fellowship. Here, there and everywhere are old-timers and new-comers slapping each other on the back, and grasping each other's hand in a seemingly vain attempt to express the sheer joy of being re-united after a separation of twelve months. In little groups under trees, in lobbies, in committee rooms and even in bath rooms, they may be found discussing their mutual problems and sharing their mutual woes. I am fearful of carrying the quotation further for I certainly doubt whether they "their mutual burdens bear." As the convention grows older, however, and purely professional questions give way to the weightier matter of the officers for the ensuing year, the spirit of good fellowship, and free and frank interchange of thought and opinion gives way to the guarded and mysterious deliberations of the caucus. And "believe it or not," your harmless, impracticable, slippered aristocrat of the school room would give the most hardened ward healer a hard chase for his laurels if he could find a real outlet for his political proclivities. Conventional campaign jargon becomes strangely mixed with the stately vernacular of the educational specialist. During the latter part of the meeting, methods, projects, tests and measurements give place to "What does Mississippi want"? "We owe something to Louisiana", "Who's on the nomination committee"? "Oh leave it to me, I can fix him". It may be a legitimate and necessary part of the program, but the Spectator feels that at present the election of officers looms up at every national meeting with an insistence out of all proportion to its importance. We must have competent men and women to lead our organization without a doubt, but we ought to be able to choose them without the vulgar caucussing and ballyhooing of a boss-directed political campaign. The nominating committee brought into existence to decrease the evils attendant upon the election of officers has only increased them. It has become the tool of the machine which the president builds around him to control the election of his successor. Nothing better could have been accomplished at the Jackson meeting than the adoption of the new constitution containing an article providing for the election of the officers by ballot of the Delegate Assembly.

There is already evidence of the set-back which could not help but result from the separating of the office of the Executive Secretary and Editor of the Bulletin. Both economy and efficiency were sacrificed in this effort. The Bulletin is the finest accomplishment of the association in all of its quarter of a century of existence, and any policy that would in any way check or retard its growth is a

colossal blunder. Such a blunder has undoubtedly been made in separating the offices of the Executive Secretary and Editor of the Bulletin.

The Jackson meeting did not close, it "Petered out". The permitting of the nominating committee to render its report before the reports of the treasurer and executive secretary had been heard was another colossal blunder which was put over on a membership which must have been asleep or mesmerized. When they finally came to themselves it was to discover that delegates were leaving by the score and no business meeting had been held. After luncheon, about two dozen assembled on the green at beautiful Tougaloo to hear the reports which would give them some intelligent insight into the affairs of the association. It is hard to understand how these few were led to believe that the treasurer and acting executive secretary were unable to render their reports because they were not complete, when these two officials had printed and mimeographed reports ready for distribution before they left their respective offices. When after the most determined insistence these reports were distributed among their rightful owners, the membership of the association, they were found to be the most complete and satisfying in the history of the organization. Not a thing that should have been included in them was lacking. The following taken from a letter of Mr. Leo M. Favrot of the General Education Board to Acting Executive Secretary and Editor of the Bulletin pretty adequately expresses the general sentiment of the membership of the association with reference to these reports.

"I want to thank you very sincerely for the printed copy of the report of the Executive Secretary and Treasurer, and also for the financial report of the July 26 of the N. A. T. C. S. I do not know when I have seen a more complete or satisfactory report of the finances of the association."

"The association is entitled to great credit for the record of the year ending July 1, 1929. With the net income for this year exceeding by more than \$600 the income for any preceding year, the association seems to be making satisfactory progress."

An encouraging aspect of the program at the Jackson meeting was the evident thought that had been put into the plans for the various sectional meetings. While all of them showed marked progress in this respect, special mention should be made of the Health Section under the direction of F. Rivers Barnwell of Fort Worth, Texas, and the Elementary School Section under the direction of Miss Fannie C. Williams. In the program of these sections there was not a single lost motion. Speakers, demonstrations and projects were all designed to give to the teacher attending these sections a



broader outlook and deeper grasp upon his subject. The real constructive work of the National Association of Teachers in Colored Schools will be done if done at all, in the sections. They should be headed up then, by people who "know their stuff," and who are able and willing to effect a workable organization thru which they may impart it to others.

A clause has been placed in the constitution authorizing the election of vice presidents by regions. If this is done with the best interests of the association and the teaching profession given the first consideration, there is no reason why this step should not inaugurate an era of rapid expansion in the membership of the association. The field needs to be worked by personal contact with the rank and file of the profession. The officials of the association have not had either the time or money to make the contacts. With regional vice presidents held responsible for memberships, subscriptions to the Bulletin, and the fostering of a professional spirit in their particular regions, the work and influence of the National should experience an almost immediate quickening.



*First Vice President*

J. E. JOHNSON

*President of Prentiss Industrial School,*

*Prentiss, Miss.*

A Weekly News bulletin edited by the Freshman Class of Florida A. and M. College deserves special mention for its editing and news of general interest. Its goals are especially worthy of commendation. They are as follows:

#### GOALS OF THE WEEKLY NEWS

1. Every boy and girl in Florida of school age in some school.
2. Every student in this school doing right because it is the right thing to do.
3. Development of some honest-to-goodness school spirit.
4. More efficient Teachers in the schools of our state.
5. A higher degree of scholarship in our school.
6. At least one accredited high school for Negroes in every county of the State.

Mr. N. B. Young has been reelected president of Lincoln University, Jefferson City, Missouri. For the past four years President Young has been Supervisor of Negro Schools of Missouri.

David King Cherry has been elected president of Kittrell College.

John C. Wright was elected to the Presidency of Brick College, Brick, N. C.

#### MY PHILOSOPHY OF EDUCATION

DAVID KING CHERRY

*President Kittrell College*

"Most young people have to find themselves, and to find the stride which they can make and hold in the onward march of progress . . . The college of the future must therefore include among its ideals and objectives proper attention to avenues of probable activities in which those who are accepted as students can find fullest expression to their native endowments. To develop therefore a proper spirit of inquiry; to arouse the vision of the scholar, and to give it a Christian setting; to make a man both Christian and philosophy of life whose background is the scientific; to give a balanced viewpoint, a sermon on the Mount; to be broadly acquainted with life; to find one's place in society and to fill it worthily; to be ashamed to die until some victory has been wrought for humanity; to leave the world better than one finds it . . ."



## Interracial Group Plans Visit To Europe Next Year



Prof. J B. Matthews, Secretary of the Fellowship of Reconciliation, and Rev. Paul E. Baker, a student for doctor's degree in Columbia University, conducted a party of twenty colored and fifteen white students on a two months tour in Europe this summer. The group visited important centers in Belgium, Holland, Germany and France. The object of the trip was to study first hand national and international problems and to come in sympathetic contact with the youth of the Continent.

The high point of the trip was a Youth Conference at the old German castle at Freusberg on the Seig. Gathered here were 150 young people representing twenty nationalities. The main theme of this convocation was "Colonization" with its attendant problems. This led the group into a frank facing of such questions as Imperialism, Nationalism, Economics, Racial Conflicts, Peace, Oppressed Groups, etc. If these youth are any barometer, the youth of Europe are alert to the danger spots in our world society.

The American Party studied many of the Important Movements now to the front in Europe. They met the leader of the Nationalist Movement in Germany, the head of the Youth Hostel System of Germany, the Secretary of the Youth Movement in Holland, and an official of the Labor Party in Belgium. They interested themselves in the open schools in Germany, the European Co-operative Marketing and Store Plans, and the Pro-

blems of working people in all countries visited.

The party met for one hour's discussion each day on the boat trip over and on the return. On the way over the discussions were held to prepare the group for a sympathetic study of the European situation. Such problems were discussed as: "The Map of Europe since the War," "The Reparations and War Debts," "The China of Today", "The Balkans Tangle", "The League of Nations and the World Court."

On the return an effort was made to pool impressions and to arrive at a sympathetic and comprehensive point of view relative to European Problems and Peoples. Such problems were discussed as: "The War Situation", "The Youth Movement", "The Laborer and Labor Conditions", "European Art and Aesthetics", "The Status of Religion", "The Negro in Europe", "Continental Politics". The American Party feels on its return that it now has a background that will make possible an intelligent study of European History, Conditions and problems.

Prof Matthews and Rev. Baker will conduct an Interracial Group to Europe next July and August. The Party will be limited to fifty, half men and half women, half colored and half white. They will visit important centers in England, Belgium, Holland, Germany, Poland, Russia and France. The object will be the same as that of this year, an effort to enter sympathetically into the life and

*(Continued on Page 26)*



## REPORT OF THE ACTING EXECUTIVE SECRETARY

At the close of the fiscal year, July 1, 1928, the net indebtedness of the National Association of Teachers in Colored Schools was \$4,517.90, with a cash balance of \$149.56. Through the efforts of Mr. C. J. Calloway, executive secretary, and the influence of Mr. Leo M. Favrot, the General Education Board voted to give the Association \$1,000.00 toward liquidating the indebtedness, stipulating that the National Association of Teachers in Colored Schools would secure \$3,517.90 by September 30, 1928, and that the Association should give reasonable assurance that provision be made for its current expenses for the coming year. On September 2, the Executive Secretary realizing that the amount of money to meet the challenge of the General Education Board could not be raised by September 30, asked for an extension of time. The General Education Board granted the extension to December 31, 1928. On December 31, 1928 the Executive Secretary reported to the General Education Board that the total income from July 1 to December 31 was \$7,518.72 with a cash balance on hand of \$1,897.51.

During this period of campaigning both the President, John W. Davis and the Executive Secretary, C. J. Calloway, became ill, the work of the office had to be readjusted. Hundreds of letters of appeal and expiration notices were sent to officials and teachers, but the money trickled in slowly. The largest amount of our indebtedness, \$1,333.54, accrued salary of the Executive Secretary, was collected and used for current office expenses.

We have met the challenge of the General Education Board with the exception of the amount of the salary due the Executive Secretary. This is regrettable, but had the Executive Secretary not allowed the use of the money for office expenses, the office doors would doubtless have closed. Although the Association is not one hundred per cent out of debt it is in a better financial condition than last year. Our indebtedness June 30, 1928 was \$4,517.90; our net indebtedness June 30, 1929 is \$1,992.99 with a cash balance at this time of \$301.13.

### RECOMMENDATIONS

That more definite provision be made for increasing the membership of the Association through reaching the individual teacher by personal visitation. To this end we would strongly endorse the

recommendation made at the last annual meeting that Vice-Presidents be elected according to regions, and that they be held responsible for co-operating with the President and Executive Secretary in pushing forward important work of securing members for the Association.

That the candidates for election be posted and the body of the association vote by ballot throughout the session (i.e. methods used by N. E. A.)

That a larger appropriation be made for field work from the Executive Secretary's office. (note contrast Florida 1927-28 and 1928-29).

That the books of the Executive Secretary be audited semiannually at the mid-winter executive meeting and the annual meeting in July.

### THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS FINANCIAL STATEMENT

June 30, 1929

Total cash collected July 1, 1928	\$10,303.77	
1928-June 30, 1929)		
Less bad checks	799.00	
		9,504.77
Cash balance, July 1, 1928	144.43	
Net cash for the period		9,649.20
Less payments by Treasurer		9,348.07
Cash balance, June 30, 1929		301.13

### OUTSTANDING OBLIGATIONS

J. W. Barrington	75.00	
Brown Printing Company	773.20	
Ellicott Addressing Machine Co.	17.30	
Mercantile Paper Company	2.93	
C. J. Calloway	1,333.54	
G. S. Cooper	65.00	
A. S. Wright	100.00	
Tuskegee Institute	139.62	
M. H. Griffin	50.00	
Total unpaid obligations		2,556.59
		2,257.46
Less unpaid advertisements		262.47
Net indebtedness		1,992.99

THE NATIONAL ASSOCIATION OF  
TEACHERS IN COLORED SCHOOLS  
Record of Cash Transfers by Executive Sec-  
retary to Treas. July 1, 1928-June 30, 1929



## TRANSFERS

July 1, 1928, R. B. Hudson	\$ 183.33
July 30, 1928, M. H. Griffin	170.77
(received at convention)	
August 1, 1928, M. H. Griffin	1,250.00
August 15, 1928, M. H. Griffin	150.00
September 18, 1928, M. H. Griffin	100.00
September 22, 1928, M. H. Griffin	140.00
September 26, 1928, M. H. Griffin	1,500.00
October 9, 1928, M. H. Griffin	400.00
October 18, 1928, M. H. Griffin	500.00
November 16, 1928, M. H. Griffin	400.00
November 28, 1928, M. H. Griffin	150.00
December 12, 1928, M. H. Griffin	1,200.00
January 15, 1929, M. H. Griffin	1,022.72
February 12, 1929, M. H. Griffin	1,225.00
March 14, 1929, M. H. Griffin	340.00
April 1, 1929, M. H. Griffin	120.00
April 16, 1928, M. H. Griffin	50.00
April 30, 1929, M. H. Griffin	80.00
May 17, 1929, M. H. Griffin	85.00
May 31, 1929, M. H. Griffin	63.42
June 19, 1929, M. H. Griffin	130.00
June 27, 1929, M. H. Griffin	74.00
June 30, 1929, Total Transfers	\$ 9,484.24

THE NATIONAL ASSOCIATION OF  
TEACHERS IN COLORED SCHOOLSRecord of Payments by Treasurer Through  
Executive Secretary's Office

July 1, 1928—June 30, 1929

## PAYMENTS

July 1, 1928, salary, C. J. Calloway	\$ 183.33
(by R. B. Hudson)	
July 27, 1928, traveling expenses, A. S. Wright	82.90
July 27, Office help, Charleston meeting	10.90
July 27, 1928, expense, F. Rivers Barnwell	13.17
July 27, 1928, expense, W. W. Sanders	63.80
August 6, 1928, loan, Selma National Bank	1,250.00
August 21, 1928, salary, A. S. Wright	100.00
Sept. 15, 1928, salary, A. S. Wright	100.00
September 21, 1928, Revolving Fund	100.00
October 6, 1928, Brown Printing Co.	1,000.00
October 8, 1928, salary, G. S. Cooper	110.00
Oct. 11, 1928, salary, A. S. Wright	100.00
Oct. 11, 1928, salary, G. S. Cooper	65.00
Oct. 11, 1928, salary, C. J. Calloway	183.33
Oct. 11, 1928, loans, C. J. Calloway	424.21
Oct. 27, 1928, Revolving Fund	97.22
Oct. 27, 1928, salary, C. J. Calloway	166.66
Nov. 6, 1928, Salary, C. J. Calloway	166.66
Nov. 6, 1928, salary, G. S. Cooper	65.00
Nov. 6, 1928, salary, A. S. Wright	100.44
Nov. 20, 1928, Brown Printing Co.	281.53
Nov. 20, 1928, Mercantile Paper Co.	31.73
Nov. 20, 1928, The Elliott Addressing Mch. Co.	48.58
Dec. 5, 1928, salary, G. S. Cooper	65.00

Dec. 5, 1928, salary, A. S. Wright	100.00
Dec. 29, 1928, R. B. Collins	3.00
Dec. 29, 1928, salary, C. J. Calloway	166.66
Dec. 29, 1928, salary, C. J. Calloway	166.66
Dec. 29, 1928, Brown Printing Co.	289.66
Dec. 29, 1928, St. Louis Button Co.	13.36
Dec. 29, 1928, Tuskegee Institute	97.00
Dec. 29, 1928, Revolving Fund	98.23
Dec. 29, 1928, The Elliott Addressing Mch. Co.	22.05
Jan. 4, 1929, salary, A. S. Wright	100.00
Jan. 4, 1929, salary, G. S. Cooper	65.00
Jan. 4, 1929, salary, C. J. Calloway	166.66
Jan. 4, 1929, Mercantile Paper Co.	4.66
Jan. 4, 1929, traveling expense, C. J. Calloway	85.03
Jan. 4, 1929, Brown Printing Co.	294.26
Feb. 26, 1929, J. J. Quarles	50.00
Feb. 26, 1929, R. B. Hudson	300.00
Feb. 26, 1929, N. B. Young	25.00
Feb. 28, 1929, revolving fund	99.98
Feb. 28, 1929, salary, C. J. Calloway	166.66
Feb. 28, 1929, salary, A. S. Wright	100.00
Feb. 28, 1929, salary, G. S. Cooper	65.00
March 4, 1929, salary, C. J. Calloway	166.66
March 4, 1929, salary, G. S. Cooper	65.00
March 4, 1929, J. W. Barrington	130.00
March 4, 1929, salary, A. S. Wright	100.00
March 19, 1929, J. W. Barrington	15.00
March 19, 1929, salary, M. H. Griffin	150.00
March 19, 1929, salary, C. J. Calloway	416.43
March 27, 1929, revolving fund	97.00
April 2, 1929, salary, A. S. Wright	100.00
April 2, 1929, salary, G. S. Cooper	65.00
April 2, 1929, salary, J. W. Barrington	15.00
April 19, 1929, Brown Printing Co.	256.56
April 30, 1929, salary, A. S. Wright	100.00
April 30, 1929, salary, G. S. Cooper	65.00
May 8, 1929, salary, M. H. Griffin	75.00
May 8, 1929, salary, A. S. Wright	100.00
May 8, 1929, revolving fund	10.00
June 5, 1929, salary, G. S. Cooper	65.00
June 21, 1929, revolving fund	68.53
June 30, 1929, total payments by Treas.	9,484.24

## CASH RECEIPTS

July 1, 1921—July 1, 1929

1921 Balance brought forward to 1922	122.85
no other record available	
1922	306.00
1923	536.91
1924	2,941.86
1925	2,919.58
1926	4,366.38
1927	8,383.44
1928	8,858.10
1929	10,303.77
Less bad checks	799.00
Net Cash Received	9,504.77

Respectfully submitted,

Addie Streater Wright,

Acting Executive Secretary



\*The records for 1921-22-23, were taken from the pages of the Bulletins of those years.

I beg leave to make the following report of all moneys received during the year from all sources, as Treasurer of the Association.

July 1, 1928, R. B. Hudson	183.33
July 30, 1928, M. H. Griffin, received at the convention	170.77
August 1, 1928	1,250.00
August 15, 1928	150.00
September, 1928	150.00
September 18, 1928	100.00
September 22, 1928	140.00
September 26, 1928	1,500.00
October 9, 1928	400.00
October 18, 1928	500.00
November 16, 1928	400.00
November 28, 1928	150.00
December 12, 1928	1,200.00
January 15, 1929	1,022.72
February 12, 1929	1,225.00
March 14, 1929	340.00
April 1, 1929	120.00
April 16, 1929	50.00
April 30, 1929	80.00
May 17, 1929	85.00
May 31, 1929	63.42
June 19, 1929	130.00
June 27, 1929	74.00
July 8, 1929	40.00
July 20, 1929	75.00
July 23, 1929	100.00
Grand total received from all sources from July 1928	9,699.24
	9,663.07

Balance in treasure 36.17

Respectfully submitted,

M. H. Griffin, Treasurer,

National Association of Teachers in Colored Schools.

## RECORD OF PAYMENTS BY TREASURER, 1928-1929

July 1, 1928, salary, C. J. Calloway, paid by R. B. Hudson	183.33
July 27, 1928, traveling expenses of Mrs. A. S. Wright	82.90
July 27, 1928, office help, Charleston meeting,	10.90
July 27, expenses, F. Rivers Barnwell	13.17
July 27, expenses, W. W. Sanders, Charleston meeting	68.80
August 6, loan, Selma National Bank	1,250.00
August 21, salary, Mrs. A. S. Wright	100.00
September 15, salary, Mrs. A. S. Wright	100.00
September 21, revolving fund	100.00
October 6, Brown Comapny	1,000.00
October 8, salary, G. S. Cooper	110.00
October 11, salary, Mrs. A. S. Wright	100.00
October 11, salary, G. S. Cooper	65.00

October 11, on loans, C. J. Calloway	424.21
October 27, revolving fund	97.22
October 27, salary, C. J. Calloway	166.66
November 6, salary, C. J. Calloway	166.66
November 6, salary, G. S. Cooper	65.00
November 6, salary, Mrs. A. S. Wright	100.00
November 20, Brown Printing Co.	281.53
November 20, Mercantile Paper Co.	31.73
November 20, The Elliott Addressing Machine Company	48.58
December 5, salary, G. S. Cooper	65.00
December 5, salary, Mrs. A. S. Wright	100.00
December 29, R. B. Collins	3.00
December 29, salary, C. J. Calloway	166.66
December 29, salary, C. J. Calloway	166.66
December 29, Brown Printing Co.	289.66
December 29, St. Louis Button Co.	13.36
December 29, Tuskegee Institute	97.00
December 29, revolving fund	98.23
December 29, The Elliot Address Machine Company	22.05
January 4, 1929, salary, Mrs. A. S. Wright	100.00
January 4, salary, G. S. Cooper	65.00
January 4, salary, C. J. Calloway	166.66
January 4, Mercantile Paper Co.	4.66
January 4, traveling expenses, C. J. Calloway	85.03
January 4, Brown Printing Company	294.26
February 26, J. J. Quarles, for book-keeping	50.00
February 26, R. B. Hudson, back salary	300.00
February 26, N. B. Young, traveling expenses	25.00
February 28, revolving fund	99.98
February 28, salary, C. J. Calloway	166.66
February 28, salary, Mrs. A. S. Wright	100.00
February 28, G. S. Cooper	65.00
March 4, salary, C. J. Calloway	166.66
March 4, salary, G. S. Cooper	65.00
March 4, salary, J. W. Barrington, for bookkeeping	130.00
March 4, salary, Mrs. A. S. Wright	100.00
March 19, salary, J. W. Barrington, for bookkeeping	15.00
March 19, salary, M. H. Griffin, for six months	150.00
March 19, on back salary of loans	416.43
March 19, revolving fund	97.00
April 2, salary, Mrs. A. S. Wright	100.00
April 2, salary, G. S. Cooper	65.00
April 2, J. W. Barrington, bookkeeping	15.00
April 19, Brown Printing Co.	256.56
April 30, salary, Mrs. A. S. Wright	100.00
April 30, salary, G. S. Cooper	65.00
May 8, salary, M. H. Griffin, for three months	75.00
May 8, salary, Mrs. A. S. Wright	100.00
May 8, revolving fund	10.00

(Continued on Page 29)



## REPORT OF COMMITTEE ON FINDINGS

The National Association of Teachers in Colored Schools in its Twenty-Sixth Annual Session at Jackson, Mississippi, has confronted and discussed many problems of vital importance and concern to the development of Negro Education in the United States, particularly in those states maintaining separate schools. Many of these problems are at the very foundation of the growth and development of Negro life in America in all of its phases in the territory covered by these schools. The Committee on Findings desires to call the attention of the N. A. T. C. S. to the following situation discovered in discussing the various problems during the session:

1. We recommend that this Association express to the Association of Colleges and Secondary Schools in Southern States their appreciation for the serious attention now being given by them to the question of rating of Negro secondary schools and colleges within their territory. This new attitude of the Southern Association is full of promise and we hope that within the current year it will eventuate in a satisfactory rating arrangement.

2. We view with satisfaction the working out of plans by which colleges in several communities have combined in the interest of more economic and efficient administration. The Committee feels that this is one of the most advanced steps taken in recent years. We notice with interest the beginning which Negro denominations have made of discovering their common interests and problems, and we recommend that in their common councils during the coming year they consider seriously what possibilities of more effective work in their denominational colleges and secondary schools may lie in such mergers or affiliations.

3. We take recognition of the fact that appropriations to Howard University which for many years have been in question now have been fully authorized by congressional enactments thus assuring Howard University of constant and more adequate support. Within the entire southern area there is not a single complete university available for educational service to the colored people. The possibility that such a University organization may be brought to pass by the help of the Federal government is deeply encouraging to teachers in all divisions of Negro Education.

4. The findings of our meetings for the past several years have indicated that one of the serious problems facing Negro education is the fact that the states of the South are bearing an unequal burden in the problem of school support. We reconfirm this finding and express our earnest hope that a way may be found by which the Federal govern-

ment may help the South in bearing this burden. We join with the National Association in the support of the Federal bill now pending in Congress for the establishment of a United States Department of Education with a Secretary in the President's cabinet. We view with alarm the fact that Negro education is not receiving a proportionate share in the several funds appropriated for education by the Federal Government, and we recommend that a standing committee be appointed as a part of this Association which shall study the whole problems of Federal funds and their relation to Negro education, and make annual reports with recommendations to this body.

5. We recommend that the Association again express the deep sense of gratitude of the teachers in Negro schools to the Julius Rosenwald Fund, the General Education Board, the Slater Fund, the Jeanes Fund and to their agents for their wise and far reaching helpfulness which they have given public sentiment towards adequate public support to the Negro schools, and especially for the stimulating effect which their work has had upon the development of a public sentiment in the Southern states increasingly favorable toward the adequate support of Negro education.

6. We recommend that the Association express itself as being cordially responsive to the suggestions of one of these Boards to the effect that the counsel of this Association may be made available for these boards through representation at such meetings as the several boards may request.

7. We recommend that the Association express its appreciation of the large number of Southern white men interested in Negro education in attendance upon this meeting. Their presence bespeaks an interest which is full of promise and which we heartily welcome.

8. We recommend that this Association express its appreciation for the fine spirit shown in the recent meeting of the National Educational Association at Atlanta, Georgia, when for the first time in the history of the N. E. A. Negro education had a real place in the deliberations of that body, being represented on the program by both white and colored speakers. This is the first fruitful evidence of the work of our committee of affiliation. We recommend that this committee be made one of the standing committees of the Association.

9. Close to the educational and economic success of the Negro in the South is the problem of Farm Relief, affecting all of the farmers of the nation of whom the Negro farmers are an important part. It is to be regretted that a representa-

*(Continued on Page 26)*



## ART AND DRAMATIZATION IN RELIGIOUS EDUCATION

By Louise R. McKinney, Bricks, N. C.

### *Art*

One of the surest means of passing on knowledge is the use of pictures and dramatization. And knowledge is a necessary basis for appreciation and judgment. The love and sympathy and reverence with which we want our children to respond to God and to people will be more real and lasting if they are underguided with knowledge and understanding. But pictures and dramatization have a far greater part to play in character education than as a means of passing on knowledge. They guide and inspire response, without which no experience is complete. We shall speak of dramatization later, and we shall discuss pictures here, as one of the art factors in religious education.

Pictures that teach, pictures that inspire love, sympathy or heroism, pictures of uplifting and ennobling beauty; a richly beautiful house of worship or worship room; music that is deep and stirring, or sweet and lifting; words that are lovely and are beautifully voiced—these are some of the art factors in religious education. And I should like to include here God's works of art: the sky, the hills, autumn glory, green growing things, life itself. In the presence of these things not only is the child learning more about his world, but the beauty of it is becoming a part of him as he responds to it involuntarily or with a bit of suggestive guidance here and there. And beauty, when you really possess it, has saving power.

But not only does the child (or young person) grow, through repeated experience, a sense of beauty and reverence for it, he also finds now and then in these art factors (especially in pictures, and in stories told artistically and in other bits of spoken art) the stimulus to some specific response in a real or imaginary situation. And the stimulus is empowered by the attractiveness of its conveyance. A wise teacher will use these means to induce many of the responses which it seems desirable that people should make habitually to the various factors in their environment, and will give early opportunity for the practice which will carry the response to completion.

### *Dramatization*

If you want people to know grippingly what has happened or what is happening or what is likely to happen under certain conditions, dramatize it. If you want to stir people about some situation, if you want to move them to action about it, dramatize it. If you want people to love a way of living and to try it for themselves, dramatize it. If your dramatization is true and is well done,

people will learn what you want them to learn, they will do what you want them to do, and some of them will be what you want them to be. Such is the power of dramatics.

But educational dramatics is really more concerned with the actors than with an audience. In the first place, there will be an audience only now and then, but wherever there is a group of children, there are so many actors, and if your young people have grown up dramatizing, the same is true of them. And there is time to learn copy for a finished play only ever so often, but no copy is necessary for "playing" a story which the youngsters are thrilled over. You have only to be sure they know the movement of the story well, and they will make their own copy. It is usually good copy, too—crude, but to the point.

Now what are the benefits of dramatizing to the actors? In the first place, the objective mood of dramatization is wholesome. Children are not naturally self-conscious, but unfortunately much of their early experience tends to make them so, and of course, a certain amount of self-consciousness is a natural concomitant of the growing up process. Therefore, whatever opportunity we can give them for abandon, for free expression, for catching an imagined mood and interpreting it, will safeguard them from that paralysis of personality which is so fatal to character development. The space given to this point does not begin to indicate its importance.

In the second place, imagination, which is essential to dramatizing, is also heightened by dramatizing. And imagination is the psychological basis for sympathy. The ability to put oneself in the other person's place in dramatization and the disposition to do so in real situations often go hand in hand, and where the second trait seems lacking, it can, and certainly should be developed from the former.

And in the third place, dramatics affords opportunity for rehearsal of desirable ways of living. In the hands of skillful leaders, acting a part in a play can be for the child or young person a real experience in that type of living. At once a difficulty appears. In some stories and plays, even in the course of educational dramatics, there are bad characters. I should never cast a child, or let him be cast into a part like that without presenting it to the children as a special service to the group, and showing special appreciation to the child who thus serves the group. I think this will impress on him the undesirability of acting that way in real life, and will at the same time, if the part is an unpopular one, "make up" to him for having it to play.

More and more are art and dramatization functioning in the processes of religious education, and it is a good sign for permanence of results.



## "THE FOUNTAIN OF YOUTH"

By Willie M. King

State Normal School, Elizabeth City, N. C.

"Life is but thought; so think I will  
That Youth and I are house-mates still."

—Coleridge

Youth! what a magic and thrilling word! A word to conjure with! A word which is the open sesame to all the hidden treasures of Life itself! Youth—how we adore it! The sparkling eye, the glowing cheek, the merry voice, the dancing feet, the adventurous spirit! It was this magic word which made Ponce de Leon continue his historic search for the fountain of youth which when found was supposed to have given to all who imbibed its rejuvenating waters the rosiness and freshness of eternal youth. Although he did not find this magic fountain for which he searched in vain, the eternal quest for the fountain of youth has not ceased. It is being kept up by the modern world in many forms and disguises.

What other country is so interested in keeping young as America? Youth is the only royalty to which our country pays homage. Not only is the youth of the land given every consideration and opportunity, but the elders are keeping apace with the young people. Grandmother is no longer a wall-flower for she dances, bobs her hair, dresses like any one else and is quite charming. A grandmother in short skirts and without a cap is forever young.

In fact the whole world is in the mad chase after youth. Scientists, doctors, physical educators, beauty culturists, philosophers, psychologists, —all have contributed their researches in helping to find the Fountain of Youth. Some, we find, are seeking this magic fountain through various channels. Many feel no doubt, that they will be successful and many have been successful to a certain degree. Millions of men and women all the world over are seeking the Fountain of Youth through beauty culture.

Youth and Beauty! How inseparable! Youth is Beauty and Beauty is Youth. To be beautiful as well as youthful is the ambition of every gentlewoman. There is scarcely a small town which doesn't have its modest beauty parlor or a substitute. Of course, in the larger cities there are the more expensive and luxurious beauty salons with rich colorings and oriental settings, dainty imported Louis the Sixteenth furniture, harmonizing colors of yellow, blue and rose and elegantly furnished dressing rooms. Here the skilled beauty culturist reaps millions in making millions youthful and beautiful. In these salons women are taught how to conserve their natural charms and how to as-

sist Nature in curbing the raids of Old Age and how to defy Father Time.

Hither comes the world to regain and retain that magic charm—Youth! Wives of millionaires, actresses, movie stars, society matrons, debutantes, professional women, women of wealth and fashion flock to these "rest havens" of youth and beauty to relax amid roseate lights and in an atmosphere scented with flowers feel instilled in their veins the desire of their hearts—rejuvenation.

Millions of dollars are being spent annually by men and women for cosmetics, cream, lotions, clays, hair tonics, hair dyes, astringents, powders, rouge and other toilet luxuries. All of these are eagerly brought by those in the pursuit of youth. Science has also offered the processes of "skinning," "peeling" and "face lifting" which many undergo in order to have a youthful appearance. We have only to glance at our magazines and newspapers to see the large numbers of beauty advertisements which are pointing the way to the Fountain of Youth. Try counting the number of times you see the word "youthful" appear in your favorite magazine. We are all familiar with such advertisements as "Keep that school girl complexion," "A skin you love to touch," or "Keep a youthful mouth." What a host have chosen the avenue of Beauty! Will beauty help us find the Fountain of Youth?

Another enthusiastic host says that the avenue of Health or Physical Fitness leads to the Fountain of Youth. Physical education is one of the most important factors of American life. Special schools of physical education have been established in order to train teachers in this particular field. Magazines and papers emphasizing physical culture are read by millions. Men and women of mature age are playing tennis, golf, croquet; they hunt, fish, go horse-back riding and participate in the more strenuous exercises and sports in order to keep trim and to rid themselves of excess weight which might take away their youthful look. Their aim is to keep agile, to keep youthful.

There is no age, hardly any middle age among women now. It passed away with the coming of the Athletic Girl, who keeps the complexion of the girl of twenty, no matter how the years may fly. It is said that Fanny Price who found the most perfect refreshment to sit in the shade and gaze upon verdure, would have no admirers now. The youthful athletic girl is the idol of America today, whether she be sixteen, twenty-five or forty! The Scout Girl, the Camp Girl whose cheeks are kissed by the sun, wind and rain, the girl who by hiking, climbing and swimming keeps her youthful beauty and vitality has found a wonderful avenue to the Fountain of Youth.

Perhaps no other avenue is so crowded by  
(Continued on Page 25)



## The Health Of The Negro In Relation To Industry

*Horace Mann Bond, Fisk University*

*Department of Health Education, National Association of Teachers of Colored Schools,*

Students of Negro health will recognize two inter-relations between industry and health. In the first place, the type of employment and conditions of economic status resulting from the wage scale paid to wage-earners in a family are invariably reflected in the mortality and morbidity rates. The second relationship is bound up with understanding how the health or ill-health of a people may affect their employment status. The two factors, be it noted, constitute something of a vicious circle. If we may summarize thus in advance the conclusion of this paper, it will become apparent that groups with a low economic status have the greatest health problems and the greatest incidence of disease and death; and, in turn, their ill-health affects adversely their economic status.

I wish first to refer to the effect of the factors bound up with employment and economic status upon the health of the Negro. The results of various studies have been utilized to afford data for this purpose.

The most significant effect of this kind is reflected in figures showing the relationship between economic conditions and infant and child mortality. A study of the Children's Bureau (1919) of 23,000 births reported by Anna Rochester gives the following significant figures on deaths per 1000 of infants breast fed and artificially fed, according to father's earnings:

Computed Death Rate Per 1000 Babies		
Father's Earnings	Breast Fed	Artificially Fed
Under \$550	41.8	288.6
\$550—849	39.6	178.3
850—1,249	20.2	108.8
1,250—1,849	29.2	104.2
1,850 and over	15.6	26.0

The Children's Bureau has found that while there is little difference between the death rates for different economic classes among infants under one month of age, for infants over that age the rate in the United States in the lowest income groups is ten times the rate in the highest income group.

In the only study located which compared like economic groups for whites and Negroes, the infant mortality rates were about the same.

"In families (In Maryland, 1920) where fathers earned less than \$450 per annum the infant mortality rate among Negroes was 163.7 as compared with 164.8 among whites of the same group."

The Health Problem of the Negro Child—J. H. M. Knox and Paul Zental, Vol. XVI, American Journal of Public Health, 1926, p. 805

Studies made in the Children's Bureau, 1920, under Julia Lathrop, are summarized by her as follows:

Income is important for what it buys. Its adequacy may be tested, for example, by housing. A comparison of rent paid with infant-mortality rates in Manchester, New Hampshire, shows the general tendency of infant-mortality rates to fall as housing conditions improve. According to the report of the Children's Bureau on Infant Mortality in that city, there were 175 homes of live-born babies where the rental paid was less than \$7.50 per month, and the infant-mortality rate among babies in these homes was 211.4, or more than double the census figures for the registration areas in 1915 of 100 per living births. The largest number of babies, 703, was found in homes where the rent paid was from \$7.50 to \$12.49. The rate for this was 172.1. There were 300 babies in the next class, where the rentals were from \$12.50 to \$17.49, and the infant mortality rate among them was 156.7. Only 62 babies belonged to homes with a rental of \$17.50 and over, and six deaths occurred among them. Here the rate was about 1 to 10 or the equivalent of the census figures for 1915. The parents of 186 babies owned their homes, and the infant death-rate was still lower, 6 per thousand. The Johnston report says that: "in homes of 496 live born babies where bath tubs were found, the infant-mortality rate was 72.6 while it was more than double, or 164.8, where there were no bath tubs. In a city of Johnstowns' housing standards, the tub is an index of a good home, a suitable house from a sanitary standpoint, a fairly comfortable income, and all the favorable conditions that go with such an income.

"Income plays a chief part in determining the location of the home as well as the kind of home. The report for Westbury, Connecticut, shows that the infant-mortality rate for children born in houses placed on the rear of a lot or an alley was 172.0.

"Overcrowding is another housing condition that accompanies low income. The report on Manchester, New Hampshire, says: 'The infant mortality rate showed a steady increase according to the number of persons reported per room. It was 123.3 where the average was less than one 177.8 where it was 2 but less than 3. It is significant that in Brockton where wages, taken by and large, were better than in any other city studied, and where the infant-mortality rate was markedly low, there is no acute housing problem. Yet in Brockton, as in other cities, the infant mortality rate was highest in the most crowded homes. In houses where there was less than one person to a room, infant deaths occurred at a rate of 86.5 per thousand births where there was more than one person to a room that rate rose to 110.2. Only 32 out of 1,210 Brock



ton babies were born into homes where there were more than two persons to a room.

Another test of the adequacy of income is the employment of the mother. The Johnston report says: 'The infant-mortality rate is highest among the homes of wage-earning mothers than any others, being 188, as compared to that of 117.6 among the babies of non-wage-earning mothers. Wage-earning mothers and low-wage fathers are in practically the same group, and it is difficult to secure an exact measurement of the comparative weight of the two factors in the production of a high infant-mortality rate. In Johnstown, no woman employing industries were found, but many of the poorest foreign mothers kept lodgers and boarders, the percentage of mothers contributing to the family income varying from 47.6 per cent; in the lowest wage group to 2.0 per cent. In families where the father earns \$1,200 or more, in the case of this type of working mothers, although there is severe toil, the baby profits because there is not the necessity for artificial feeding which exists when the mother is away from the child during working hours. In Manchester, New Hampshire, where there is a great demand for women workers in the textile trades, 679 mothers of babies were employed during the year following their baby's birth, 353 in the home, 326 outside, and 885 were not employed. While the rate for the babies of mothers at home and with no employment save that of caring for their households was 122.0, that for mothers employed outside the home was 312.9'

Now, the significant thing about these facts for the infant mortality of Negroes is that all of the factors which operate to raise the death rate among whites of low economic status are present in even greater force among Negroes. A study by Miss Alma Herbst of Negro Women employed in the date and fig packing industry in Chicago, the stock yards, and in lamp shade and textile factories, would seem to confirm the findings of the surveys quoted above. We are all familiar with the conditions of crowded housing and of the working of Negro women in service in the South, and there is no doubt but that these factors are contributory to the high mortality rates for Negro infants.

Robert Morse Woodbury, for the Children's Bureau, assembles data from eight investigations for the Bureau, comprising some 24,000 urban births, for the purpose of statistical study. He concludes that:

"Low earnings of the father exerted a potent influence over the prevalence of these factors and therefore must be regarded as primarily responsible for the greater mortality associated with them."

A combination of sixteen states in a study made by the Children's Bureau showed that of 3,048 Negro women who were employed, 39.9 per cent were married.

A study by the Public Health Service of absence from school in certain cities in Missouri in 1919-1920 showed a consistently higher sickness rate among children of the lower paid workers in all age groups between the ages of 6 and 16. A similar study of sickness among school children in Florida, in 1921-1922, showed the same general, tendency for absence on account of sickness to increase with the decrease in economic well-being.

Comparison of child mortality rates among specific occupational groups and in various cities and counties shows that there is a constant tendency for the mortality to increase among the children of the lower paid group of workers, although in some cases this tendency was not quite so marked in rural communities. In regard to specific diseases it appeared that diphtheria and scarlet fever vary less in the different classes than measles and whooping cough, both of which occur more frequently among the poorer children.

A study of infant mortality in five cities, made by the United States Children's Bureau, which gives the mortality rates by earnings of the father and nativity of the mother, shows that there is a general decrease in mortality as the earnings of the family increase and that this holds true for children of native foreign and colored workers.

Important factors in the death rate of infants which are associated with income are congestion of the household, sanitation, and other conditions which are very closely associated with poverty. The education of the mother is also an important factor, as comparison of the rates for literate and illiterate mothers shows a much higher rate among children of the latter.

An important point brought out by the studies is that while there is no great difference between the death rates for the different economic classes among infants under one month of age, for infants over that age the rate in the United States in the lowest income group is ten times the rate in the highest in the highest income group, suggesting that the difference lies not so much in the inherited make-up of these children as in the environmental conditions.

If we take infant mortality as a type-example, it is permissible to conclude that the peculiar problem of Negro health is not so much one of inherited weakness as of environmental deficiencies enforced by a lower place in the scale of industrial employment. In the November, 1928 *Annals of the American Academy of Social and Political Science*, Dr. Louis Dublin of the Metropolitan Life Insurance Company states that:

Other races when subjected to similar conditions of housing, hard work, limitations on food, clothing and medical attendance, show mortality rates no better than those for Negroes.

The way to improvement in Negro health, then, leads through a corresponding improvement in his economic and industrial status.



## II.

I indicated at the beginning of this paper that the relationship between health and industry are dual. In the first place, there is the relationship between the economic status to which a certain level of industrial placement will consign a group, and there is, secondly, the effect of their health upon chances for employment or for industrial success. The best indication to this latter state of affairs is furnished by an examination of morbidity figures.

Representative studies indicate that from 2 to 3 per cent of a given population are seriously sick at any given time. Estimates for the Negro population, then, would be as follows:

(a) For the entire population, 351,058

(b) For southern states

Florida—11,981

Georgia—36,610

Mississippi—28,099

North Carolina—24,227

South Carolina—26,358

Tennessee—13,250

Virginia—21,009

Total for seven states 161,534

This, however, is an uncertain index to the number of Negroes sick. One of the exact morbidity studies is that made in Baltimore in 1923. It is limited, however, to children under 15 years of age.

If the rate found in Baltimore is applied to the entire Negro population, the present distribution of cases would be about as follows:

Measles—220,320

Scarlet Fever—19,560

Whooping Cough—131,400

Diphtheria—31,400

Pulmonary Tuberculosis—40,780

Gonorrhea—42,960

Syphilis—28,200

Gonorrheal Ophthalmia—6,360

Lobar Pneumonia

Broncho Pneumonia

Capitalized at an average rate of income, the loss from this source to the income of Negroes easily runs into the hundreds of millions of dollars annually, and the addition of medical attention, etc., will easily place this loss in the billions.

The following data on occupations of Negroes must be considered in discussing the relationship between his health and industry. Sixty per cent of the Negro population over ten years of age, male and female, are working; 81 per cent of the men and 39 per cent of the women. Over two million of these workers are farmers and more than a mil-

lion are domestic servants. Together these two occupations account for more than 67 per cent of the occupations of Negroes compared with 34 per cent, which is the normal distribution.

Sixty-three per cent of Negroes employed in manufacturing industries serve as laborers. They are not employed in a proportion larger than their due place in the population in the so-called hazardous occupations, or those showing an accelerated morbidity and mortality rate due to occupation. The effects of industry upon the health of the Negro appear to be exactly such as those we should expect of any similar group, composed of any other racial extraction. The increased industrialization of the Negro in recent years is of added significance when we remember that it introduces large populations of persons already accommodated to conditions of rural life to the congested life of the city. This is true in both North and South. The acceleration of the tuberculosis rate is a case in kind, and Woofert in "The Basis of Social Adjustment" points out that the tuberculosis rate in one city was highest in the lodging house district in one house of which tuberculosis had been prevalent for 20 years. The recent displacement of tuberculosis as a primary cause of death by organic heart diseases, thought by many commentators to follow upon high-pressure conditions of life such as are found in urban surroundings, is another point to be remembered. Likewise the increase in the cancer rate should be remembered. That Syphilis has increased rather than decreased would also seem to reflect the conditions of social disorganization which follow in the train of congested life in cities and towns.

## III.

We may conclude this paper by summarizing the relationship between the health of the Negro and Industry as follows:

1. The place of the Negro in industry consigns him to a low status in the economic scale. The result is that all of the pathological conditions resulting from or environmental surroundings are intensified with respect to mortality and morbidity. The problem of Negro health is therefore primarily an economic one, rather than a racial one.

2. Because of poorer health, Negroes are greater sufferers from the industrial losses due to ill-health than whites. The vicious circle begun by bad health due to industrial occupation and status is completed by poor industrial adjustment and status due to poor health.

3. The improvement of Negro health will owe much to an improvement of his industrial status and economic ability to better his mode of life.



## DISEASE REDUCTION

Dr. O. C. Wenger, U. S. Public Health Service,  
Washington, D. C.

*Read:—Department of Health Education, National Association of Teachers in Colored Schools, Jackson, Mississippi.*

It is my privilege to represent the U. S. Public Health Service and the Hinds County Health unit at this meeting. I feel particularly complimented because it gives me an opportunity to discuss with you some of the major health problems of your group and to explain what the Federal, State and County Health organizations are doing to reduce the prevalence of disease and improve the physical condition of the Negro race in a general way.

I may say at this time that these different health organizations have come to the conclusion that the Negro race is a definite factor in their public health program and that any health program that does not recognize this factor will hardly be successful.

When we view the situation as a whole, we find that the population of Mississippi is divided into two groups—the white population is about 1,000,000,—the Negro about 900,000. This population is not evenly distributed because we find in some sections the ratio of white to Negro is 1 to 3, and even higher in some of the Delta countries. The population is more rural than urban since Jackson, the largest city in this State, has a population of approximately 50,000. This fact alone is of extreme importance because the public health problems of a rural community are somewhat different from those of an urban.

In the urban communities—that is the larger centers of population—we find a central sewer system, and water supply which is much easier controlled than in the rural section, where each home has its individual water supply and disposal plant. For that reason, the rural population is not as well protected against certain diseases such as Typhoid and Dysentery. And each member of the rural community must guard against these infections, since it is obviously impossible for the county health unit to keep a constant watch over each well and privy in their territory.

It, therefore, behooves the leaders in the rural communities to keep this fact in mind and acquaint themselves with the fundamentals of sanitary measures to prevent epidemic. You, as teacher and educators have a grave responsibility in this regard, because the Federal, State and local health units depend upon your cooperation and example to instill the principles of good health in your pupils.

After all, education and prevention are the only reliable weapons to combat disease and we can only reach the heads of the families through the children who are in your charge. In this way, the children carry home to their elders the necessity for cleanliness, sanitation, and preventive measures. Always keep in mind that these same children who attend your schools today will be the men and women of tomorrow who will take our places in the ranks, and fill the same positions in life that we occupy today.

It is, therefore, your duty to give to these youngsters of today the necessary information concerning matters of health, so that when they follow in our footsteps, they will in turn teach the succeeding generation and eventually we will find a race who will be exempt from the diseases that are at this time taking such a heavy toll of lives from the present generation. For, after all is said and done, the primitive law of mankind is self-preservation. What good is it to any group to educate them in the arts and sciences when the death rate among the Negro group is in some instances nearly double that of the white. And what is gained when we educate the Negro boy and girl in their youth to find that death steps in before they can make use of their knowledge. Death is the great leveler of all humanity and recognizes neither genius nor fool, but takes its toll indiscriminately from both sides.

There are perhaps more public funds expended today in Mississippi for health work among the Negro population than among the white. This is not done from an altruistic motive but because the health authorities realize that in the rural population where the Negro group predominates and that as a matter of self preservation, it is wiser to devote more attention to the Negro group—because of the close and intimate relationship under which this group bears to the other. One need only see this close relationship to agree with this statement. There is perhaps no closer relationship from the standpoint of public health than that which now exists in the South between the white and Negro population.

Members of your race who act as cooks, housemaids, and nurses to the white group are particularly definite problems because the infectious and contagious diseases recognize no color or creed. It is just as easy for a member of one group to infect or contract certain diseases from the other, and for that reason a Negro cook might innocently infect the white family for whom she works with Typhoid Fever or Tuberculosis—or a white patient in a home might be responsible for an infection of the same disease among the Negro servants he employs.

The interests of preventing such diseases are mutual for both groups as I have just demonstrated.



Now, let us see what can be accomplished in a practicable way be the teacher to improve general health conditions among your group.

**FIRST**—The first principle of good health is cleanliness. By that I mean bodily cleanliness. Teach the children the necessity of clean bodies,—to wash their hands before eating or handling food, clean clothing, use of the tooth brush. Preventive measures such as vaccination, inoculation and immunization are done by the county health unit where such exists. By all means cooperate in this great work.

**SECOND**—Good food—plenty of it—at regular hours and a varied diet containing milk, eggs, fruits, vegetables and fresh meats. Pellagra and rickets which are so common among the Negro children would be eliminated if they received the proper food. Tuberculosis is frequently encouraged by undernourishment and an unbalanced diet and many cases would be prevented annually if these youngsters received the proper diet.

**THIRD**—Regular habits—certain hours for study and play—enough work to develop the youngsters' muscles and prepare him for his adult life and the responsibility thereof. He should have fresh air day and night and plenty of sleep in a decent bed—alone by all means if possible.

**FOURTH**—Sanitary Toilets—By all means let each of you on your return to your schools improve our school toilets. I have seen in this state some of the filthiest toilets in the colored schools that it has been my misfortune to see in a period of 21 years of public health work. In visiting your schools I was amazed at the modern methods you pursue—the great deal of preventive work such as vaccinations against smallpox, inoculations against Typhoid and immunizations against Diphtheria, and then step out on your playgrounds and see the dilapidated and filthy toilets your students are expected to use.

If there is one indictment against the Negro teacher, I can from personal experience uphold it the insanitary toilets. Now, you, as tax payers, certainly do not feel justified in paying your county health officer or his staff for wasting his time funds to make daily inspections of your toilets. You as teachers, certainly realize that if the county health officer is wasting his time in that way, he is neglecting other duties far more important. Certainly it would be a simple matter for any teacher or principal to erect the proper sanitary privy,—with the aid of his older boys,—on plans the State Board of Health will furnish free of charge if there are no funds available for that purpose. How can educators of a race, who have made the progress your race has made

under such difficulties, stand idly by and permit all of your good work as teachers and educators be criticized because you permit the one fundamental principle of public health to go unchallenged.

You must always keep in mind that this and other states are continually visited by outsiders like myself—who are in duty bound to embody the results found in our official reports to the Federal Department of Health, and your state health officer. And what a sorry report I have been forced to write, in all fairness to the Service I represent and to your student body. Don't you see that it reacts against you as a group when the authorities read such reports? And how it tends to give the group the very material they are seeking to base their opinions and bolster up their prejudice?

Let us try to correct this one outstanding evil if we do not accomplish anything else. And let us not jeopardize and undermine our good work by permitting something of this kind to exist when a few hours of honest effort on your part will correct this insanitary condition and public health menace.

Time and time again I have been called upon to defend your race from the charges of being filthy and insanitary, and have been forced to stand helplessly by and hear your group compared to savages because of this situation. I say this in all respect to this audience of teachers and it is not a pleasant duty to perform I can assure you.

Another matter in which you as teachers, can be of great help is in making every effort to curb the silly and ridiculous practices of the older folks in using charms to prevent disease. In this day and age there is nothing that so condemns a race of any color than to permit these remnants of old superstitions that had their origin way back in the primitive days of men to continue. Let us try and discourage these practices—gently but firmly, for after all, the leaders of a race that demands recognition cannot impress a jury when such evidence is in the possession of the other side.

As teachers, it is just as important for you to interest yourselves in health problems as it is to instill the fundamentals of education in your students, and in the end, the results will more than repay you for your efforts.

It is not so important to bend your efforts to produce a few geniuses or outstanding men and women of our race as it is to improve the mental and physical equipment of the rank and file. The genius will appear as a matter of course, without your aid, but the rank and file need your leadership and encouragement if your race is to make permanent progress and take its place in the world.



I can only remind you of the sad fate of our own American Indians, whose ranks have been decimated and who have retrograded from an independent proud race to a pitiable handfull scattered here and there on this continent, which they ruled, and whose fate is sealed by the ravage of the same diseases that are now threatening the Negro race.

Today the death rate among your group in certain diseases has called the attention of the best minds in public health to the situation, which, if permitted to go unchecked, may in the course of a few generations sap the vitality of your group to such an extent that you, too, may go the same route of our Indian aborigines.

Wars alone were not responsible for the downfall of Rome and Carthage and the older civilizations of history, but we now have abundant proof that disease played the major role that caused destruction of these glorious people. Can we interpret our present mortality rates among the Negro as the "handwriting on the wall?" The answer to this interesting question I leave to you as the leaders of your group. Certainly it is well worth your investigation and supplies much food for thought.

### THE FOUNTAIN OF YOUTH

*(Continued from Page 19)*

Youth seekers as that of Fashion. Dame Fashion aspires in this modern age to keep everyone young. For instance, in one of the popular and widely circulated magazines one may read this: "How shall one keep the charm of Youth—the light heart and the singing spirit? There's no sure formula—but clothes can do their part. Clothes can give both the feeling and the appearance of youth. The first is more important. Clothes create the mood and the right clothes make the insouciant mood that is youth."

"The appearance of youth, too! Colors and lines combined to throw blue eyes still blue, a skin still clear and soft, a figure still straight and graceful. Clothes will do all this. They can prolong both the feeling and the appearance of youth so that it lingers long into the middle years."

Just think of it—this wonderful formula—youthful frocks, youthful spirit, and youthful beauty. We would almost believe that we have found that wonderful fountain. We must admit that Fashion has helped us in a most remarkable way in finding youth. "Fashioned So Slenderly" is the attractive headline of another leading style magazine for May 1927. It gives us bright hopes and new courage in our quest of Youth. We are told that the race is keeping its youth longer and that formerly "the girlish figure was shunted upon the tender mercies of the home dressmaker and the "misses sizes." Today it has become the care of the Parisian couturier and the concern of all who manufacture and sell women's apparel."

The art of dress in order to meet the demand of modern woman must idealize the attributes of

youth. These are obtained by the youthful silhouetter, the short skirt, the hip waist line and other devices in slenderization which are dominating the styles the world over. Beauty Culture, Physical Culture and Fashion! They have given us longevity with youth, yet the eternal quest goes on! The race is growing younger in Thought. Literature and Art have taken the youthful trend. One cannot help but notice the large number of books written about youth with such titles as "The Glory of Youth," "Old Youth," etc. We also have photo-plays with such titles as "Flaming Youth" etc.

As I write I am still conscious of a thrill because the presses, telephones, radios, cables and the world all sang praises to Capt. Charles A. Lindbergh—an American youth—the first person to make a non-stop trans-Atlantic flight from New York to Paris. The message thrills the world: "Youth Wins!" Daniel A. Poling wrote in The Christian Herald: "Youth Wins! Youth always wins. Lindbergh stands for life. Youth wins—not gasoline and lubrication; not whirling wheels and engines, however true. Youth Wins, and winning, ever points the way to seas unflown and worlds as yet unwon."

"What is Youth? Youth is Life and Life is Thought. Youth dreams, dares, adventures and achieves! When my heart ceases to dream, to sing, to love—until then I shall count Youth a house-mate still. Ah! those spirit-stirring dreams and star fixed visions of youth! They come to me still. Thoughts—lofty thoughts, inspiring thoughts, rose-colored thoughts, youthful thoughts! They come when listening to inspiring lectures, beautiful music or charming singing. I recall a lecture in our chapel by Dr. Davis, Supervisor of the Rosenwald Fund of North Carolina. His subject was "The Earmarks of Intelligence." His third and last point was that an intelligent man shows a keen sense of appreciation of music, literature, art, and the finer things of life. He recited Shellby's Ode to a Skylark" with such rapture, eloquence and charm that my heart was thrilled with new life and beauty. I drank from the Fountain of Youth.

This past Commencement I listened to an inspiring and masterful address by Dr. W. E. B. DuBois, a distinguished citizen of the United States. My heart was fired with new hope, new aspiration, new youth because of the past achievements and the future possibilities of our race. As a teacher I have the chance to impart to colored youth the history of our race which yields to none in majesty and splendor, because the ancient Egyptian tombs, the fertile valleys of the Nile, the towering pyramids of a cultured and unsurpassed civilization have revealed to the world that their masters were Negroid in type. While hearing that lecture I drank from the Fountain of Youth.

My Soul is drinking of the magic waters of Youth because the world has discovered that color



does not keep the Negro's so-called primitive brain from mastering the elusive truths of abstract thinking, that color does not hinder him from mastering mathematical problems and making valuable contributions to science, that color does not lessen his appreciation of the beauty of classic lore, that color does not deny his sniging soul the heart-throbs of divine inspiration, both in poetry and in song, that color does not and cannot keep him from rising to the heights of successful leadership.

Commencement in my school has just passed. With it I re-lived my high school and college days. Thoughts—cherished memories—they came. The haunting strains of music, the flowers, the gifts, my valedictory, the intoxicating air of May—glorious Youth! The valedictory of this Commencement just passed brought to my mind fond and hallowed memories and the music wafted me on wings to my star-fixed vision in far away skies. That wonderful vision of Youth embarking upon Life's sea will not soon be forgotten.

Are you, too, with others seeking the Fountain of Youth? Do you long to keep the charm of Youth—the light heart and the singing spirit? Do you wish to exert the divine ingenuousness and simple courage of Youth's undaunted spirit? To the formula which I have already given—Youthful Appearance and Youth Feeling, add a Youth Soul—a heart ever responsive to the ambitions, aspirations, joys and achievements of Youth. To work and to live with young people, to have faith in youth is to stay young. To understand youth as teachers, social workers, Christian leaders and fellow-workers, we must put ourselves in Youth's place, sympathize with them in their misunderstandings of Life's perplexities, make smoother for them the path of Life's difficulties and help them to find their places in Life's great scheme.

My school teacher's salary forces me to accept the mediocre of Life's necessities—yet I like to teach. I like to earn my own living. Though I find myself unable to buy and enjoy all the things which I have the ability to appreciate and to use I find myself with that innumerable caravan "who like Ponce de Leon wants to go off to the Antipodes in search of that Fontaine de Jouvence which is fabled to give a man back his youth." Although young, this is the problem of every school teacher—the problem of keeping light-hearted, young and gay is the conventional occupation of a school teacher. Will another generation find me still youthful should I be in the class room?

Times and customs change. Along with the movie, aeroplane and radio come changes in the method of school teaching. Teachers must keep apace with the times if they teach the youth of this glorious land of the young and the free. They should not tremble in the presence of the glory of

the youth but should be able to put aside lost illusions and become sympathetic helpers.

As a teacher I maybe somewhat fatigued at the end of the year's work, but the youthful thoughts, the youthful visions and the youthful spirit fires my soul on to action and achievement and I find myself dreaming of the hazy blue September skies which will lure me back to the classroom again—to live, to work, to thrill with Youth! "I stand at the flushed gateway of the East  
Round me the light of Youth's fresh morning  
streams,

The richest gifts of life are mine it seems;  
And with the best I would not change for least."  
I have found the Fountain of Youth!

## REPORT OF COMMITTEE ON FINDINGS

*(Continued from Page 17)*

tive of Negro farmers was not appointed to the Farm Relief Board that the interests of the Negro Farmer might be conserved. We recommend that the Department of Agricultural Education appoint a Committee to study the program of relief as it will be outlined by the Board of Farm Relief and to take such steps as may be necessary to give effective aid in safeguarding the interests of the Negro as an agricultural producer.

10. We recommend that this Association appoint a committee to study the possible developments of trade and trade training opportunities for Negroes in the southern area with a view to opening up avenues now closed to Negro youth.

11. We recommend that this Association express to the Secretary of the U. S. Department of the Interior its appreciation of his appointment of three Negro educational representatives on his committee to study the relationship of the Federal Government to Education. We further recommend that the officers of this Association take such steps as may be needed to secure Negro representation on the President's Committee to study Child Welfare in America.

## INTERRACIAL GROUP PLANS VISIT TO EUROPE NEXT YEAR

*(Continued from 13)*

struggles of continental peoples—a special study of Soviet Russia will be made. The Passion Play will be included in the itinerary. The motto of the group will be, "Simple Living and High Thinking." An effort will be made to keep the expense of the trip below \$500.00. Preference will be given to college students, and young teachers, business and professional people. The desire is to secure fifty people with open minds who are eager to make student and interracial contacts who wish to travel as learners in Europe.



# PROBLEMS IN CURRICULUM MAKING IN COMMERCIAL COLLEGES AND DEPARTMENTS

(Continued from Page 7)

as been a marked increase in the enrollment in schools of different types offering commercial curricula. Especially has this been true in the percentage in the colleges and universities increase in enrollments, as there was a 410 per cent from 1915 to 1924, and 124 per cent in the number of schools offering this work. The largest increase in enrollment was also noted in the high schools, as the increase in them was from 161,250 to 430,975 from 1914 to 1924. But the increase in Private Academies was only 4 per cent. The women have increased in the schools lower than college rank more than the men, for the following reasons: Less prejudice against women in business now; evolution of much of the work in offices and stores makes possible the employment of more women; commercial courses in secondary schools are generally more appropriate for women than for men; change in the commercial curricula of the secondary schools have not been made as rapidly as changes in the requirements for office and store occupations; particularly for those occupations in which boys find initial employment. But the increase in enrollment of men in colleges and universities has been greater, for these reasons: Greater number of men than women seek careers in business and therefore find it necessary to obtain more thorough preparation. The Colleges and Universities, however, have made remarkable progress in meeting the needs of education for business, they are offering a definite vocational education, not only for a larger number of business occupations, but for the lower and intermediate as well as the upper level of these occupations.

Dr. O. K. Burrell, University of Oregon, believes that the high school commercial department should do two things and two things only:

1. Provide some elementary training in business for those students who will inevitably drop out of high school before the completion of the course.
2. Provide a training in the fundamentals of business for these students who finish the course such that they may take positions as junior workers in the commercial world.

You will notice that he did not include as a specific function of the high school commercial department, the preparation of students for entrance into collegiate schools of business. The reason is that the requirements of the business man and the requirements of the collegiate school of business are not the same.

What, then, should be accomplished by the collegiate school of business? The collegiate school of business is charged with the responsibility for training for the profession of business. Training for the profession of business implies three things:

1. Provision of a cultural background.
2. Adequate training in the tool subjects or technical subjects such as Accounting and Economics.
3. The development of business judgment or the application of the technical subjects to practical business situations calling for solution.

Therefore, the general idea is that the High School prepares those that must drop out and enter junior business occupations; The Teacher Training Institutions prepare the women secretaries and Commercial Teachers; the Collegiate school of business the young man for business careers. Then it will be found that not the dull heads will be thrown in the schools of Business, but only those possessing the highest I. Q.

It will probably always remain true, in any kind of education, that a really capable and inspiring teacher is more important than fine buildings and equipment, or even textbooks and curriculum. In a way, these problems can not be separated, for a good teacher can usually make her own text and curriculum, and while she cannot directly provide buildings and equipment, it nevertheless is true that really good teaching will sooner or later bring recognition in the form of these material aids to successful work.

Dr. Frederick J. Weersing, University of Southern California, would bring to our attention this condition: Studies of the curricula of teacher training institutions indicate that as a group commercial teachers have been at a disadvantage in securing adequate training as compared with the academic teachers. For almost a hundred years we have had in this country special normal schools and teachers colleges for the training of the latter. Commercial teachers training, on the other hand, is of fairly recent origin.

Studies of the status of commercial teachers indicate that a large proportion have taken a combination of business college and normal school or business college and university training. There are still many so-called first class universities in the country where it is necessary for prospective commercial teachers to attend local business colleges or city night schools in order to secure the necessary technical training. In other cases the university authorities have recognized the necessity of providing such courses but give no credit for them. Consequently, state certificates for commercial teachers are, as a rule, definitely below other certificates (for commercial teachers) in the amount of training required, so that commercial teachers are often regarded as being somehow an inferior group. Commercial teachers themselves should be leaders, first, in requesting universities and teachers colleges to provide the proper course; secondly, in taking full advantage of such courses when offered; and thirdly, in requesting state departments to make such courses required for the state certificates.



Dr. Weersing would suggest the following curriculum for prospective secondary school commercial teachers:

### SUMMARY:

#### *Proposed Four Year Curriculum For Perspective Secondary School Commercial Teachers*

#### I. General Requirements

1. Physical Education .....	4
2. Hygiene .....	2
3. Orientation .....	1
4. General Psychology .....	3
5. English .....	6
6. Science .....	10
7. Foreign Language (or electives) .....	16
Total .....	42

#### II. Education

Semester Hrs.

Education Psychology .....	3
Secondary Education .....	3
Statistical Methods .....	2
Tests and Measurements .....	3
Education for Citizenship .....	2
School Administration .....	2
Organization and Administration of Commercial Ed. ....	2
Special Methods in one of the following General Business and Accounting, or Secretarial Studies or Retail Merchandising and Salesmanship .....	2
Practice Teaching .....	4
Total .....	24

#### III. Commerce (Major Sequence)

##### A. General Requirements:

Principles of Accounting .....	6
Money, Credit and Banking .....	3
Investments .....	3
Business Law .....	4
Correspondence, Commercial .....	2
Occupations, Commercial .....	2
Total .....	20

##### B. Special Requirements: One of the following options

##### 1. General Business and Accounting option:

Advanced Accounting .....	3
Accounting Systems (adapted) .....	4
Mathematics of Finance .....	4
Business Organization .....	3
Market Organization .....	3
Office Management .....	3
Total .....	20

##### 2. Secretarial Option:

Typewriting .....	4
Shorthand .....	6
Office Practice .....	3
Office Management .....	3
Secretarial Administration .....	2
Office Machine Operation .....	2
Total .....	20

##### 3. Retail Merchandising and Salesmanship option:

Merchandising .....	3
---------------------	---

Marketing .....	3
Retail Management .....	3
Salesmanship .....	3
Principles of Advertising .....	3
Advertising Copy .....	3
Sales Practice .....	2
Total .....	20

#### IV. Social Studies (Minor Sequence)

1. Principles of Economics .....	0
2. Economic History of United States .....	2
3. Economic Geography .....	2
4. Sociology .....	3
5. Government .....	3
6. U. S. Constitutional History .....	2
Total .....	18

#### V. Summary:

1. General Requirements .....	42
2. Education .....	24
3. Commerce (Major Sequence) .....	40
4. Social Studies (Minor Sequence) .....	18
Total .....	124

Altho we do not recommend this in toto, we for the most part as it fits in the present scheme of conditions in most of our Colored colleges will naturally prepare those commercial teachers already in the field, and make ready others so inclined. Dr. Lomax, New York University, to his suggestive questionnaire is preparing a similar course of study, which will be ready for our consideration at an early date.

Much research is necessary to make our commercial high schools, teacher training institutions and colleges just what they should be and placed on a footing on par with the literary departments and other vocational departments. This can best be done by specialists in this field, but a great deal can be accomplished by the teachers who are actually doing the job. For instance, there is still much debate as to the better system of teaching typewriting, by *asdf* plan or *rfc* plan. The teacher should use texts representing both systems and try them out scientifically and compare the work of different groups of students of about equal intelligence, and draw her conclusions. Of course, the same idea can be applied to all the technical subjects, concerning which we do not have a wealth of information.

An official organ is always an important factor in the development of any organization or school of thought. Therefore, the business and commercial world welcome the merger of the two outstanding magazines, *The Journal of Commercial Education* and *Business School Journal*, as a new magazine, *The Journal of Business Education*, with Dr. F. S. Lomax, editor-in-chief.

Another movement is on foot to dignify the tire shorthand profession by having Certified Shorthand reporters, as we have Certified Public Accountants, which has reached fruition in the states: New York, Colorado, Iowa; and West Virginia and Ohio are seeking to place upon the statute



books a C. S. R. Law.

The main problem of the Commercial High School curriculum-making expert is to place these subjects within the Junior and Senior High School years, so as to best serve the business world for junior clerks and those who inevitably drop out: Advertising, Bookkeeping and Accounting, Business Arithmetic, Business English, Business Law, Business Organization and Operation, Explanatory Courses in Commerce, Geography in Commercial Education, Retail Selling, Salesmanship, Shorthand, Social Studies, Typewriting. Those starred are not considered pertinent to the work in the Colored High Schools, as little demand for some at our stage development.

#### Editor's Note

Mrs. Hale is Director of the Commercial Department of Tenn. State College.

### REPORT OF ACTING EXECUTIVE SECRETARY

(Continued from Page 16)

June 5, salary, G. S. Cooper .....	65.00
June 21, revolving fund .....	68.53
June 21, salary, M. H. Griffin .....	75.00
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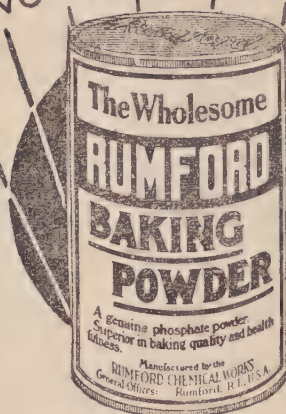


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*Official Organ of the National Association of Teachers  
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VOLUME X.

JANUARY, 1930

NUMBER II.



# 1930

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ANNUAL MEETING OF THE N. A. T. C. S., PETERSBURG, VIRGINIA, JULY 22—26, 1930



# THE BULLETIN

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# THE BULLETIN

VOLUME X.

JANUARY, 1930

NUMBER II

## Constitution and By-Laws of the National Ass'n of Teachers in Colored School

*The Bulletin is pleased to print below the Constitution and By-Laws adopted at the Jackson, Mississippi meeting of the National Association. It will be noted that there are some very sharp departures from the old Constitution.*

### 1. There is a change in nomenclature.

The term Executive Committee of the old by-laws was a poor name for the body designated by that name. An Executive Committee is always a small committee usually ex-officio which has considerable responsibility between meetings and acts for a larger body. The present Executive Committee is often called by us the "Executive Board" and performs the functions of a Board of Directors. The similar body of the N. E. A. is the Board of Directors. However, since the Certificate of Incorporation (Article 7) calls for a General Council, the new constitution gives to this body the name General Council and retains the term Executive Committee for a new body of five members that is really an Executive Committee.

### 2. The Representative Assembly

The principal of proportional representation which is the guarantee of democratic procedure in our civil government has been adopted by all large conventions in America. Every white State Teachers' Association has adopted it and the N. E. A. adopted it a decade ago. Mr. Crabtree feels that the incorporation of this principal into the government of the N. E. A., more than any other one change, has made for orderly and satisfactory procedure in matters of business.

A. The General Council (Executive Board) uses the principal in that it gives the State Associations the authority to elect their representatives for this body and members representing the states are chosen only when the State Associations fail to exercise the privilege of electing them for themselves.

B. The State Associations are also given the direct responsibility for the business of the National Association through delegates whom they elect themselves. Each teacher who joins the National Association whether able or not to be present at the meetings is given her right of proportional franchise through her delegate. The possibility of the convention being dominated in its business meetings by members from the local community and from two or three nearby states is obviated for all time to come, and, most important, the National Association is for the first time closely linked up with the State Associations and the individual teacher members of these local state organizations.

Finally, the proposed constitution does not at-

tempt to do more than set up a simple group of regulations for an organization of our present development, leaving to the future committees to provide for such contingencies as may arise from our future development and growth.

## CERTIFICATE OF INCORPORATION OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

We, the undersigned, Ollie L. Coleman, John C. Bruce, Nannie H. Burroughs, Eugene A. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Dwight O. W. Holmes, Henry A. Hunt, William H. A. Howard, Alain L. Locke, Arthur C. Newman, Richard B. Hudson, Marion P. Shadd, Lucy D. Slowe, Thomas W. Turner, Nelson E. Weatherless Garnett C. Wilkinson, Clinton J. Calloway, and Nathan B. Young, being of full age, citizens of the United States, a majority of whom are residents of the District of Columbia, desiring to associate ourselves for educational purposes as a corporation, under and pursuant to the provisions of Chapter XVIII, Subchapter III, of the Code of Law for the District of Columbia as approved by the Congress of the United States of America, January 31 and June 30, 1902, and all acts amendatory thereof and supplemental thereto, for such purposes do hereby certify as follows:

1. That the name or title by which this organization shall be known in law is the National Association of Teachers in Colored Schools.

2. That the period of the existence and the duration of the life of this corporation shall be perpetual.

3. That the objects and purposes of this corporation shall be to assist in raising the standard and promoting the interest of the teaching profession, and advancing the cause of education.

4. That the secular affairs of this organization shall be managed by a Board of Trustees consisting of five members.

5. That the Trustees for the first year of its existence shall be Richard S. Grossley, Ollie L. Coleman, Thomas W. Turner, Nathan B. Young and John M. Gandy.

6. That the said corporation shall have power to carry on its business and activities within the District of Columbia, throughout the United States and its dependencies, and elsewhere. That the

main office of the corporation shall be in the city of Washington, District of Columbia.

7. That the officers of this corporation shall be a president, six vice-presidents, an executive secretary, a treasurer, a general council, a registrar, and a board of trustees; and that these officers shall possess such powers and shall perform such duties as prescribed by the Constitution and By-laws of the organization.

In testimony whereof we have hereunto set our hands and seals this eighteenth day of January, A. D. 1923. Richard S. Grossley, William H. A. Howard, Richard B. Hudson, Ollie L. Coleman, Nathan B. Young, John M. Gandy, Henry L. McCrorey, Joseph L. Clark, Henry A. Hunt, Clinton J. Calloway. County of Macon, State of Ala.

I, Lena C. Shehee, a Notary Public in and for the County of Macon, State of Alabama, do hereby certify that Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Richard B. Hudson, Clinton J. Calloway and Nathan B. Young, parties to a certain deed bearing date on the 18th day of January, A. D. 1923, and hereto annexed, personally appeared before me in the said County and State, the said Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Richard B. Hudson, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Clinton J. Calloway, and Nathan B. Young, being personally well known to me as the persons who executed the said deed, and acknowledge the same to be their act and deed.

Given under my hand and official seal this eighteenth day of January, A. D. 1923.

Signed: Lena C. Shehee, Notary Public in and for the County and State aforesaid.

## BY-LAWS

### Article I—Membership

Section 1. The membership of the National Association of Teachers in Colored Schools shall consist of the following classes:

1. Life members.
2. Annual members.
3. Associate members.
4. Sustaining members

Section 2. Active membership shall be open only to such individuals as are actively engaged in the profession of teaching or in other educational work.

Section 3. Associate and sustaining membership shall be open to any person interested in the work of and purposes of this organization.

Section 4. The membership fees of the Association shall be as follows:

1. Annual membership	\$ 1.50
2. Associate membership	15.00
3. Life membership	30.00
4. Sustaining membership	100.00

Section 5. The membership year shall be from Sept. 1 to Aug. 31.

Section 6. The Annual dues of members shall

be payable on or before December first and a member still in arrears at that date shall forfeit the privilege of membership.

Section 7. The executive secretary of the association shall furnish each member with a dated membership card, designating the proper classification and stating the obligations and privileges of membership.

Section 8. The Bulletin of the National Association of Teachers in Colored Schools shall be sent free to all classes of members.

Section 9. The right to vote and to hold office in the association shall be limited to active members of the association.

Section 10. The National Association of Teachers in Colored Schools shall be divided into regions as follows: North Central, South Central, North Western, South Western, North Eastern, and South Eastern.

### Article II—Officers

Section 1. The officers of this association shall be: a president, six regional vice presidents, an Executive secretary, a treasurer, a general council and a board of trustees.

Section 2. The President shall preside at all meetings of the Association and of the executive committee, and shall perform the usual duties of this office. In his absence the ranking vice president present shall preside. The president with the help of the Executive Secretary shall arrange the program for the general sessions of the annual meeting. The President shall be ex officio member of the program committees of all the departments, and ex officio member of the Board of Trustees of the General Council, of the committee on Publication, and of the Executive Committee. He shall, with the chairman of the Board of Trustees, approve by signature all bills authorized by the proper bodies and payable from the funds of the Association.

Section 3. The term of office of the President shall be one year and he shall not be eligible for reelection. On his retirement from office he shall become chairman of the General Council of the Association for the following year.

Section 4. The Executive Secretary shall keep a full and accurate record of the proceedings of the general meetings of the Associations and of all meetings of the General Council and of the Executive Committee. He shall conduct the business of the Association as provided in the Certificate of Incorporation and these by-laws, and in all matters not specifically determined in these instruments is under the direction of the Executive Committee and the President of the Association. He shall conduct the Executive Office of the Association and through it shall collect all fees and receive all money payable to the Association, and shall transmit the same each month to the Treasurer. He shall with others herein designated countersign all bills properly approved for payment.



He shall be secretary of the General Council, and of the Executive Committee and the Delegate Assembly, and shall have his records present at all meetings of the Association, of the General Council and of the Executive Committee. He shall personally select and organize his office force and may serve as Editor of The Bulletin.

He shall during his term of office be custodian of all property of the Association not definitely and properly assigned to other charge. He shall be bonded in such amount as is required by the Board of Trustees. He shall submit his annual report to the Executive Committee at least 30 days prior to the Annual meeting. He shall not print, publish, nor distribute any official report or other statement of the affairs of the Association without the approval of the Executive Committee. As Editor of the Bulletin he shall have final judgement as to material submitted for publication.

Section 5. The Treasurer shall receive from the Secretary all funds of the Association. He shall be responsible to the Board of Trustees for the safe keeping of these funds and for the exact accounting of the same and shall be bonded in such amount as shall be required by the Board of Trustees. He shall make to the Board of Trustees an annual report and such other reports as they shall request.

Section 6. The Board of Trustees shall hold in trust all property of this Association and be responsible for the funds of the Association. The Board of Trustees shall consist of the five members presently incumbent and for the terms of office presently designated. Upon the expiration of the term of office of Trustees after the adoption of this instrument new members of the Board of Trustees shall be selected for terms of four years by the General Council at its Annual Business session. The President of the Association shall be a member ex officio of the Board of Trustees.

The absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

Section 7. The Board of Trustees shall require bonds of the Treasurer and the Secretary in such amounts as they shall deem necessary. They shall submit a full and complete report of the finances of the Association and other activities of the Board to the General Council at the first regular session of its annual meeting together with a financial budget for the ensuing year.

Section 8. The Board of Trustees shall elect the Executive Secretary and shall fix his compensation. It shall consider changes in that office upon its own responsibility or upon the request of the General Council. It shall organize itself annually.

Section 9. The General Council shall consist of the President, the six vice-presidents, the Treasurer, the Executive Secretary, the Chairman of the Board of Trustees, all living former presidents and one additional member from each state represented in the Association by a total membership of at least 25. The members from the states shall be

chosen by the State Associations of Negro Teachers and the election certified to the Executive Secretary by the Secretary of the State or District Association. In case a state shall fail to elect or shall fail through its Secretary to certify its election, the Executive Secretary shall with proper counsel appoint a member from the state to represent the state in the General Council for the year or until the next meeting to the State Association.

The Executive Secretary shall prepare an official roster of the members of the General Council and shall have same at all meetings. The President of the Association who just preceded the President in office shall be Chairman of the General Council and the Executive Secretary of the Association shall be Secretary of the General Council and of its Executive Committee. The State Agents for Negro Schools and members of National Boards who are present at the annual meetings may be invited to sit in the meetings of the General Council and to speak in its discussions. All official votes shall be confined to the official roster as prepared by the Executive Secretary.

It shall be the duty of the General Council to direct all affairs of the Association excepting those otherwise provided for in the by-laws of the Association.

Section 10 It shall be within the jurisdiction of the General Council to set up an Executive Committee consisting of five members as follows: The President of the Association who shall be its chairman, the Treasurer, The Chairman of the Board of Trustees, The Chairman of the General Council, and a member of the General Council elected by that body. This committee shall act for the General Council. It shall carry out legislation adopted by the General Council and represent the General Council in every way.

II. All elective officers of the Association as herein provided for, except the Executive Secretary, shall be elected by the Delegate Assembly. Elections shall be by ballot. Nominations of elective officers in the Delegate Assembly shall be made on the first day of the annual meeting of the Association.

### Article III

Section 1. The powers of the active members of the Association exercised at the Annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a Delegate Assembly.

The Delegate Assembly shall be composed of delegates apportioned, elected and governed as hereinafter provided.

Section 2. The state associations of Teachers in Colored Schools may become affiliated with the National Association and designated as member associations by paying an annual fee of five dollars for each delegate to which said state association is entitled with a maximum fee of \$50.00 and a minimum fee of \$25.00.

Section 3. Each member state association shall be entitled to one delegate and one alternate in the Delegate Assembly for each 25 (or major fraction thereof) active individual memberships in the National Association of Teachers in Colored Schools from said state as shown by the records of the Executive secretary of the National Association of Teachers in Colored Schools for the year preceding. The Executive Secretary shall before the meeting of the State Association inform the Secretary of the State Association of the number of representatives to which the state is entitled and shall supply individual certificates of election for accredited delegates for the given number of delegates. At the annual meeting of the State Association these delegates shall be properly elected in a regular meeting and no person not a member of the N. A. T. C. S. shall be eligible to serve as a delegate. The names shall be forwarded to the Executive Secretary of the N. A. T. C. S. by the Secretary of the member association along with representation fees to cover the full number of delegates. (The minimum fee being \$25.00 and the maximum fee \$50.00). The Certificates for delegates shall be properly signed as designated and turned over to the delegates. These certificates and the roster from the state secretary shall be the credentials of delegates.

Section 4. The foregoing section shall be binding provided: That after the adoption of these by-laws the General Council may elect delegates for a given state from nominations made by members present from that state at the annual meeting and upon the foregoing basis or according to the representation fee forwarded by the state. Such delegates shall represent the state in the Delegate Assembly. Provided the state has sent to the Executive Secretary during the year no representation fee and has as many as 25 members in the N. A. T. C. S., the state shall have one representative in the Delegate Assembly chosen from members present by the General Council as described above.

Section 5. Each delegate shall have one vote and alternates not named in writing by the Secretary of the State Association shall be supplied by the General Council according to the method specified in Section 4, and shall be entitled to represent delegates not present at a meeting of the Delegate Assembly.

Section 6. Local, City and County associations may become member associations and may be entitled to representation in the Delegate Assembly on the same basis as state associations.

Section 7. Only active members of the National Association of Teachers in Colored Schools shall be eligible to be delegates to the Delegate Assembly.

Section 8. The officers of the N. A. T. C. S., including the Board of Trustees, the life members and the general Council shall be ex officio delegates in the Delegate Assembly. The President of the Association shall preside at the annual meetings of the Delegate Assembly and the Executive Secretary shall keep the records thereof. The President shall

have authority to approve a parliamentarian who shall serve during the sessions of the convention.

Section 9. The Delegate Assembly shall arrange for the certifying of Credentials of delegates and shall be the final judge of such matters. The meetings of the Delegates Assembly shall be open to any active members not delegates and these shall sit in such places as may be assigned to them. They may also address the meeting upon approval of the Presiding Officer. The Delegate Assembly shall adopt rules of procedure as required.

Section 10. Wherever in these by-laws the word "state" is used it shall be understood to include any territory or district of the United States.

#### Article IV—Departments

Section 1. The departments of the N. A. T. C. S., shall be: 1. The Department of College Education. 2. The Department of High School Education. 3. The Department of Elementary Education. 4. The Department of Rural Education. 5. The Department of School Supervision. 6. The Department of Health Education. 7. The Department of Agricultural Education. 8. The Department of Trade and Vocational Education. 9. The Department of Home Economics Education.

Section 2. Any new departments shall be proposed only by the Executive Committee to the General Council and finally created by the latter body. The discontinuance of a department shall be proposed and carried through in the same manner as the creation of a new department.

Section 3. Each Department shall provide for its own organization and regulations consistent with the aims and purposes of the N. A. T. C. S. and these by-laws shall be adopted, and shall have its annual meeting at the same time and place of the annual meeting of the N. A. T. C. S. The departmental programs shall conform as far as practicable to the general association theme. The records of the departments shall be a part of the records of the N. A. T. C. S. and the secretary of each department shall furnish the Executive Secretary with the full and complete reports of the affairs of the department. The Executive Secretary shall handle the funds of all departments along with all other funds of the Association.

#### ARTICLE V—COMMITTEES

Section 1. On the first day of the Annual meeting of the N. A. T. C. S. the regularly appointed delegates from the various states, Article III, Section 3, shall meet by states and name a list of five delegates from each state. This list shall be presented to the President and from it he shall name the members of the various committees. The term delegates shall refer to the regularly selected members of the Delegate Assembly.

Section 2. The Auditing Committee shall consist of five active members of the Association, no one of whom shall be a Trustee or a member of the General Council; to this committee shall be referred



the report of the expert accountant and this committee shall report its findings to the meeting of the Delegate Assembly.

The Association shall provide a certified accountant to audit the books and business records of the Association annually.

Section 3. A Committee on Resolutions shall be appointed by the retiring President and shall function throughout the year and present its report at a meeting of the Delegate Assembly.

Section 4. The Committee on Necrology shall be appointed in the same manner as the Committee on Resolutions and shall prepare as complete a list as possible of the active members who have died during the year. They shall also at one open session have charge of a program of fifteen minutes in which fitting memorial shall be made of the fallen members of the craft.

Section 5. Other committees for special work and study shall be proposed by the Executive Committee to the General Council and by the General Council to the Delegate Assembly. This section does not refer to the regular committee work of the various bodies of the association.

#### ARTICLE VI.

Section 1. The Annual business meeting of the Delegate Assembly shall begin on the second day of the annual meeting at 9 A. M. Regular meetings of the General Council shall be held at the call of the President as stated on the printed program.

Section 2. A regular mid-winter meeting of the General Council shall be called by the Chairman at a convenient time and place and the expenses of the five members of the Executive Committee shall be paid to cover attendance at this meeting. As large a meeting as possible shall be encouraged but the Executive Committee or their alternates shall be a quorum.

Section 3. The Board of Trustees shall hold its meetings during the annual session of the N. A. T. C. S. at the call of the Chairman. Special meetings may be called by the Chairman upon request of a majority of the members of the Board. Due notice of all meetings shall be given to every member of the Board by the secretary of the board. Three alternates shall be a quorum.

#### ARTICLE VII

Section 1. Quorums. At all meetings of the General Council or of the Delegate Assembly, not including the mid-winter meeting of the General Council, representatives from five states shall constitute a quorum.

Section 2. The Bulletin of the N. A. T. C. S. shall be the organ of the N. A. T. C. S. and the Editor appointed by the General Council (or the Executive Secretary acting as Editor) shall be final judge of matters for publication. It shall be published at least nine times in the school year, and shall be free to all members of the Association. Each member shall receive nine numbers from the first number sent or requested regardless of the expiration of the membership year for that member. Subscription to The Bulletin shall be the same price as the annual membership fee.

#### ARTICLE VIII

Section 1. The Permanent fund shall consist of all sustaining memberships and after such period of time agreed upon by the Delegate Assembly, of all Life memberships. The permanent fund shall be in the charge of the Board of Trustees and shall be carefully invested in safe security. The fund may be borrowed from by the Trustees for the use of the Association on the same terms as from outside sources of capital.

#### ARTICLE IX—AMENDMENTS

These by-laws may be amended at any annual meeting of the Delegate Assembly by a unanimous vote of that body. If presented at a previous annual meeting may be amended by a two-third majority of the delegates. Amendments shall be presented in writing and before a vote is taken due notice of proposed amendments shall have been made in the official publication of the Association.

#### ARTICLE X

Upon their adoption, these by-laws shall supersede all former regulations adopted by the Association except the Certificate of Incorporation which shall remain the fundamental law of the Association until a new charter shall be secured from the proper Federal authorities at Washington.



## THE EDITOR'S PAGE

### The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools  
Published This Year November, December, January,  
February, March, April, May, June, July

Entered as Second Class, matter, at Charleston, W.  
Va., 1929, under the act of August 24, 1912

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W. W. Sanders ..... Dept. of Rural Education  
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H. Manning Efferson

#### OUR NEW CONSTITUTION

This issue of the Bulletin carries the Constitution and By-laws of the National Association of Teachers in Colored Schools adopted at the meeting of the Association in Jackson, Mississippi, July 3,—August 2, 1929. Attention is called to the changes that have been made in the Constitution of the Association. The Articles of Incorporation are published for the information of the membership. It will be noted that the National Association of teachers in Colored Schools is incorporated in the District of Columbia. Our objective therefore, as to the location of the head-quarters of the organization, is to head up our great organization in an office in Washington, D. C., close to the National activities of the American people.

The following changes were made in the Constitution:

1

Hereafter the business of the Association will be transacted by a Delegate Assembly. This Delegate Assembly is composed of delegates elected by State and Local Associations that have affiliated with the National. A state may affiliate with the

National by the payment of a fee of \$5.00 for each delegate to which such a state is entitled, with a minimum fee of \$25.00 and a maximum fee of \$50.00. *For example:* a state that is entitled to five delegates or less to the National Association of Teachers in Colored Schools is required to pay an affiliation fee of \$25.00. A state that is entitled to more than five delegates in the Association, is required to pay a fee of \$50.00. Each state is entitled to (one representative in the Delegate Assembly for each twenty-five a major fraction thereof) active individual members in the National Association of Teachers in Colored Schools in such state.

2

Hereafter, the Executive Secretary will be elected by the Trustees of the Association.

3

The General Council takes the place of the old Executive Committee. It is composed of the elective officers of the Association, and one member selected by the several State Associations. The General Council has general direction of the affairs of the Association except those otherwise provided by law.

4

The Executive Committee Consists of five members including the President, Treasurer, Chairman of the Board of Trustees, Chairman of the General Council and one member of the General Council elected by their body.

5

The election of all officers except the Executive Secretary shall be by ballot. The nominations of elective officers of the Delegate Assembly shall be made on the first day of the annual meeting.

6

The members of the Association should read this Constitution and By-laws carefully, so as to become acquainted with the whole set-up of the Association.

#### CHARLOTTE (North Carolina) COLORED SCHOOLS ATTRACT INTEREST IN GERMANY

The Colored school teachers of Charlotte, N. C., under the supervision of their supervisor, Helen A. Whiting, have had the unique experience in having specimens of their classroom work to constitute a part of an educational exhibit which was displayed in Germany, last summer, under the auspices of Columbia University. Included among the classroom activities of the Charlotte schools, were fifty photographs of activity curriculum in execution; Negro history for the Fifth grade (consisting of North Carolina Negro history); and, Negro history for the Sixth grade (general Negro history).



The Executive Committee gave its approval to the campaign for membership that is now being conducted by the Executive Secretary. 10,000 paid up members by July 1, 1930 is the objective of the Executive Secretary and a vigorous campaign will be put in the several states beginning January 1, 1930 with this end in view. Every member of the Association is expected to do his full duty in helping to put over in a successful manner this campaign. The following suggestions are offered:

1. Each county is requested to organize so as to secure 100 per cent of its members enrolled in the National.
2. The members of the General Council in the several states will head up the campaign in their respective states. They are requested to send the Executive Secretary the names and addresses of persons in each District of their state who will take the lead in securing memberships for the National.
3. Each local Association of Teachers should have for its goal 100 per cent membership in the National Association of Teachers in Colored Schools.

The Executive Secretary will be glad to communicate with any persons in the several states who would like to receive further details with respect to the campaign. Membership blanks, time checks and any other literature will be sent upon request.

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#### A COMMENDABLE RIVALRY

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A number of schools are competing to see which will be the first to send in a 100 per cent membership of its teachers in the National Association of Teachers in Colored Schools. Five high schools in West Virginia with seven more teachers each, together with several Elementary and Junior High Schools with a large number of teachers, have challenged the country by sending in a 100 per cent of the teachers in the National Association of Teachers in Colored Schools. Florida A. and M. State College was the first of the colleges to send in a 100 per cent enrollment of its teachers for this year. President J. R. E. Lee is an ardent worker for the National Association of Teachers in Colored Schools, and he can always be depended upon to use his influence in stimulating an increase in the membership of the Association. The March issue of the Bulletin will carry the names of schools that have sent in a 100 per cent enrollment of their teachers. We are pleased to announce that Dade County, Florida has sent in the enrollment of all of its teachers. Watch the columns of the Bulletin and see where your school stands in this friendly contest.

*The Importance of The Library* is universally recognized. Every community from the smallest hamlet to the largest city now has a public collection of books. The rural districts are served by travelling libraries and state extension service. State laws and accrediting agencies insist that every school must have a library for its pupils and the tendency to make the library the laboratory for all college subjects is just another indication of the growing importance of libraries in education.

With all this stress on reading, it is surprising how many people do not know how to use books and libraries efficiently. American librarianship has become a science, the fundamentals of which are essential to a profitable use of any library. A little knowledge of classification, the catalog, bibliography, periodical indexes and a few of the more important reference works will go a long way toward simplifying some of the intricacies of modern library service. Such information is now available in a number of books devoted to an introduction to library science. Among these are:

*The Library Key*, by Zaidee Brown. Wilson 1928.  
*Instruction in the Use of Books and Libraries*, by E. Fay and A. T. Eaton. Faxon, 1928.

*Reference Guides That Should Be Known and How To Use Them*, by F. M. Hopkins. Willard Co., 1919.

*Guide To The Use of Libraries*, by M. Hutchins, A. S. Johnson, and M. S. Williams. Wilson, 1929.

*Lessons On The Use of Books and Libraries*, by O. S. Rice. Rand, McNally Co., 1920.

*Find It Yourself*, by Elizabeth Scripture and M. O. Greer. Wilson, 1927.

*How To Use Your Library*, by Louis Shores. Scholastic Pub. Co., 1928.

In addition to these sources, the library at Fisk University stands ready to furnish information about the use of books and libraries.

Louis S. Shores,

Librarian, Fisk University

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Mrs. Nellie E. White, a graduate of Fisk University, has recently been elected as Alumni Recorder. Her work for this year is completing an Alumni Directory which will be off the press in the early part of next year. This will be the most complete and accurate record of Fisk graduates ever compiled. A recent study has been completed by Mrs. White in which the various occupations of Fisk graduates are listed. This information has been made available through the system of questionnaires which were recently sent out. This complete occupational record is the only study of its kind successfully carried out in a Negro institution.

## OPPORTUNITIES AND OUTLOOK FOR THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By LEO. M. FAVROT

As we look back upon the interests and activities of this association during the past few years, we have to admit that there is a distinct field of service for this organization, a service of nationwide importance and one worthy of the support of all who are interested in the progress of Negro education or the educational advancement of backward groups and races in America. The past year has marked particular progress in the adoption and inauguration of a forward-looking program for this organization. May I review here the activities of this organization in a few distinct fields?

The committee on affiliation of the National Education Association, under the chairmanship of Mr. N. C. Newbold, working actively with the officers and committee of this Association, has rendered signal service. As a result of their joint activities, the meeting of the National Education Association in Atlanta, gave ample opportunity on its program for a full representation of the cause of Negro education. The concert given by the Negro high school of Atlanta, assisted by the Negro colleges of Atlanta and the quartets from Hampton and Tuskegee, was heard with marked attention and keen appreciation by thousands of teachers from every section of this country. Before the Department of Rural Education a paper on Negro Education in the South was well received by a large group of workers in the rural field. Doctor Moton's address on Progress in Negro Education was a masterly presentation of the cause and was enthusiastically received at one of the general sessions. Opportunity was given at another general session for the fraternal delegate from this association to extend greetings to the National Education Association, and the remarks of President Lamkin following its delivery amply demonstrated the fine fraternal attitude which the larger organization bears toward our association. Since last summer, two important meetings of the committee on affiliation of the two organizations have been held and further ways and means of making this affiliation mutually helpful are being devised.

A second important enterprise of this association, destined soon to be ranked as an achievement, is the persistent effort of our department of high schools to secure regional rating for the Negro high schools of the South by the Association of Colleges and Secondary Schools in the South. Through the joint efforts of our Department of High Schools and the Association of Colleges for Colored Youth, assisted by prominent white southern school officials, the Association of Colleges and Secondary

Schools in the South appointed a committee at its last annual meeting to work out a plan for rating Negro high schools and colleges and maintaining a list of these institutions that measure up to an acceptable standard. A number of conferences have been held with the members of this committee and other influential members of the southern rating agency, to the end that a better understanding and greater sympathy for the problems of the Negro group have been aroused, and the next meeting of the Association of Colleges and Secondary Schools in the South will undoubtedly take steps to relieve a situation that has disturbed and perplexed for many years not only principals of high schools and college presidents in charge of institutions for Negroes, but also large numbers of high school graduates and college students and graduates.

It will be of interest to the members of this association to know that a third enterprise of significance and importance has been launched by this association. At the meeting of the executive committee held last December at Tuskegee Institute there was appointed a committee on research to direct the study under the auspices of this association of problems relating to Negro education. The first act of this committee was to ask President Davis to arrange for the selection of a fact gatherer and research worker in each state. In cooperation with some prominent Negro educator and member of this association in each state, this group of research workers was selected. The second act of this committee was to select a problem for study. At the suggestion of Doctor Charles S. Johnson of Fisk University, the subject selected for a preliminary survey was, "A basic study of the distribution of Negro elementary schools in relation to Negro population centers in the South." The third act of the committee was to devise forms for gathering data in the states about both white and Negro schools, and directions for preparing a map for exhibit at this meeting showing the amount of money spent annually for Negro elementary schools in country and cities, on a basis of the per capita of the Negro population, for each county in the South. Some of these maps have been carefully worked out and are on exhibit here. The facts gathered will be made the basis of articles to be prepared for The Bulletin.

It would be gross negligence and injustice to mention the achievements of this association for the past year without paying special tribute to the able and businesslike administration of President Davis. In the promptness with which he has answered letters and transacted business, in the alertness and



readiness with which he has taken the next step forward in his planning of this year's program, and particularly in the strenuous and successful financial campaign which he directed last fall,—he has won the lasting gratitude of the members of this association. During the past year, too, the long and faithful service of Clinton J. Calloway as secretary of this association came to an end. He was obliged to resign on account of ill health. Those of us that have been in close touch with Mr. Calloway and have learned to appreciate his fine personal traits, regret keenly to learn of his physical incapacity and trust that he will be fully restored to health and vigor.

The past year has shown perhaps a more determined effort than former years on the part of members of this association in several states, to exert themselves in behalf of a larger membership. The campaign put on by the President in the fall met with a hearty response from members in many parts of the South. There have been set aside in many of the summer schools this summer special days on which the attention of the student body was called to the benefits of this association and membership solicited.

Those of you that expected to hear an address on the opportunities and outlook of this association are doubtless wondering when the speaker is going to get down to his subject. You may be saying to yourselves that he was not supposed to talk about the achievements of this organization. By the way of explanation of this procedure, however, I wish to say that I know of no better way to build the program for the future than upon the foundation of past achievements. Experience teaches us that we often muddle through an enterprise when we attempt it for the first time, but this very muddling through points out our handicaps, shortcomings, and special needs, and we know how to proceed to do it better the next time. Experience in one project also helps to give us vision for a new project. Indeed, it is in this way that we "climb on stepping stones of our dead selves to higher things."

The activities of the committee on affiliation with the N. A. T. C. S. help us to realize the tremendous advantages that can come from gaining a larger degree of publicity for the cause this association represents. No one of you will deny that you are a representative of a backward race seeking a better chance to develop. No one can deny that America does not offer great opportunities for the individual members of the race that have the ability, courage, patience and pertinacity to move on in spite of handicaps. At the same time, it is also true that aspirations and ambitions less over-powering than those displayed by some members of your race, are blunted and dulled against the rocks of indifference that lie in their path. It is so much easier to be a black man of whom nobody expects anything than it is to be a black man of dignity, courage,

ideals and standards sufficient to win the respect of men. The thing that this association wants to help you to overcome is the attitude on the part of many members of both races that you don't amount to anything as a race. If you build up a national organization which can present to the world an attitude of mind and heart worthy of everybody's respect, you will have achieved a great result.

In addition to helping to attain for the Negro group in this country its rightful place in the national group, the success of the committee on affiliation with the N. E. A. ought to suggest to us the possible service of other standing committees. An organization can accomplish a great deal through committees that will work. Of course, committees that do no work have no significance. A committee on archives and records might profitably gather together and retain somewhere whatever has been written in the past on subjects bearing on the education of the Negro. No organization ought to be any more concerned about keeping a permanent record of this kind than this one. The reports and records of the early missionary boards, the books and articles that have been written by pioneers in the field of Negro education, the reports of state

departments of education, the reports of philanthropic boards,—all such things ought to be gathered together, catalogued and properly cared for at some designated center of culture and learning for the Negro in America. A permanent committee on research should be eternally on the alert to suggest research problems for Negro students who annually take up graduate study in our universities. These people should be encouraged in every way possible to make their contribution to the cause of Negro education, and this association should be

ready to sponsor such studies. Already students of the white race are becoming interested in increasing numbers at George Peabody College for Teachers, Nashville, Tennessee, at Columbia, and at other centers of learning in undertaking investigations in problems of Negro education and welfare. This, too, deserves encouragement as a step in the direction of closer interracial cooperation and good will. As other opportunities are suggested for this association, perhaps other permanent committees may be utilized to help to further its interests.

Negro leaders have been tremendously interested in the expansion and development of their own schools and have sought philanthropic aid in the furtherance of their own programs. More and more, however, the interests of these leaders have widened to include the whole cause of Negro education for which this association stands. It ought to be easily possible for a committee of five representing this association, the Executive Committee, for example, to meet once a year with the officers of the Jeanes and Slater boards, the Julius Rosenwald Fund, the General Education Board and the Phelps-

Stokes Fund, to discuss with them plans and policies in respect to aid Negro education. I feel sure that the officers of these boards would welcome the opportunity to receive your counsel and suggestions as representatives of a national body vitally interested in and keenly alive to the educational needs of your group.

When the department of high schools of this Association engaged in its enterprise of getting recognition for Negro secondary schools from the Association of Colleges and Secondary Schools in the South, recognized as the regional rating agency, this department soon found that there was another organization working just as earnestly to secure similar recognition for the Negro colleges of the South. This was the Association of Colleges for Negro Youth. Perhaps there was nothing lost through the separate approach from two different agencies for the same type of recognition, but there is danger of different and entirely separate organizations playing at cross purposes and clouding the issue rather than clearing it up. So far as I have learned, there was no official connection and cooperation between the committee of the N. A. T. C. S. and the committee of the Association of Colleges for Colored Youth working for the rating recognition of Negro colleges and high schools in the South by the southern rating agency. There should have been cooperation. These separate organizations are too vitally concerned about the success of the common cause in a situation like this. I do not know that it is essential that such an organization as the Association of Colleges for Colored Youth or the Association of Deans in Negro Colleges be made branches of the N. A. T. C. S., but I can see some advantages to be gained from such a course, as it would bring about greater unity of purpose among the organizations and facilitate the handling of some of the common problems. It might be found advisable for this organization to appoint a committee, and request any other educational organizations of south-wide scope that may exist to point a committee for the purpose of determining upon some plan of cooperation.

In sending the initial communication to the fact gatherer named in each state, it was suggested that the worker be regarded both as a fact gatherer and as a news gatherer to furnish important news items to The Bulletin. So far as I know, there has been very little of this latter work done. Yet important developments in Negro education have occurred during the past year. It is of south-wide importance to know of such movements as the development of the industrial public high school and junior college in Little Rock, of the rapid progress of the new state school plant at Pine Bluff, Arkansas, of the development now in progress at Laurel, Mississippi, and at Alcorn College, of the college reorganization and merger in prospect in Atlanta and in New Orleans, of the continued developments at Howard, Fisk and Meharry College, of the larger state and

public support of high schools and county supervision of Negro schools in Alabama,—of the illiteracy campaign in Louisiana, all such things are news items of the greatest importance and should find their way into The Bulletin. This can be properly done only if there is maintained in each state a regular correspondent who will consent to set aside one day each month to supply The Bulletin with important news items. It would be the part of wisdom thus to have two workers in the state instead of one. The fact gatherer has quite a different task to perform from the task performed by a news gatherer. The important thing is that the person selected for this service must realize the responsibility that is his for making a contribution to the cause of Negro education and not expect to be paid for any more than actual expenses of his service, such as postage and the stationery required to make a written report.

The relation between The Bulletin and state school journals for Negroes needs to be more closely studied and defined. I do not believe there is need in the average state at this time for a monthly journal. Each state teachers' association does need and ought to have some means of reaching its members three or four times a year. There ought to be one issue of the state journal in advance of a meeting of the state teachers' association to announce the program, solicit attendance and emphasize the purposes for which the meeting is to be held. After the meeting of the teachers' association, there should be an issue of a school journal bringing out the strong points of the meeting and publishing perhaps some of the best papers and the resolutions and achievements of the teachers' meeting. There may be occasion, during the year, to publish an issue emphasizing some important achievements in the state as brought out perhaps by the annual report or bulletins of the state department of education. Just prior to the close of schools in the spring, there might profitably be issued a summer school number by way of announcing plans for the summer schools and by the way of recommendations for the teachers' summer vacation. It is both expensive and difficult, however, to maintain a strong monthly state school journal. Why not center this effort on making The Bulletin a strong journal and getting it into the hands of the colored teachers in all the southern states. In order to accomplish this, there should be a cordial working relationship between the state teachers' associations and the N. A. T. C. S. to the end that teachers be offered special inducements to join both organizations at one time and receive both the Bulletin and the state organ.

The association needs active and efficient officers. There ought to be no politics played nor any other objective than to have the business of this organization conducted in businesslike way. It is particularly important that you have an efficient executive secretary, one who is willing to give time

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## JAMES L. SIBLEY

(1883-1929)

(Died June 28, 1929, of yellow fever, in Monrovia, West Africa, in the 47th year of his age)

BY JACKSON DAVIS

James Longstreet Sibley was born in Juniper, Ga., June 7, 1883, of a distinguished Georgia family. He was the son of John A. Sibley and Sallie Chandler Sibley, and a cousin of General Longstreet of the Confederate Army. He received his education at the University of Georgia, from which he graduated in the class of 1902. As a student he sat with burning enthusiasm through the sessions of the Conference for Education in the South which was held in Athens, Georgia, in 1902. Here he met and heard Wallace Buttrick, Wm. H. Baldwin, Robert C. Odgen, Charles B. Aycock, and a host of other leaders from North and South, interested alike in the education of the black and white children of the then impoverished South. He threw himself with eagerness into public education and the contact of these liberal spirits was a lasting influence in his life. He often spoke of "getting religions" in this meeting of the Conference. The work of this Conference was frequently misunderstood and severely criticized in the South. Mr. Sibley understood this but

gave himself no concern for defending or attacking anything. Controversy had no appeal for him. His liberal spirit was accompanied by a sparkling sense of humor, and he went laughingly and joyously about his work.

After a brief experience in the public schools of Georgia, Mr. Sibley accepted an appointment as a teacher in the U. S. Government service in the Philippines. His three years in the Philippines were widening experience of great value. These early teachers, thrown upon their resources, discarded much of the traditional material and initiated new methods and practices in keeping with their aims and local resources. Mr. Sibley returned by way of East Indies, India, and Europe, stopping at various points on the way, everywhere an alert and observant traveler and student. Upon his return he accepted a teaching post in the State Normal School at Jacksonville, Alabama. Here he became acquainted with Hon. H. J. Willingham, State Superintendent of Education, and frequently talked



*Mr. Sibley using the camera with which he made excellent moving pictures of Liberia*

with him about the education of Negro children of Alabama. He was still a devoted Southerner, but he looked at Southern problems with the detachment of a world perspective.

When the General Education Board offered to pay the salary of a State agent for Negro rural schools in Alabama, it was natural that Mr. Willingham should offer the post to Mr. Sibley. He accepted it with a keen sense of its opportunity, and began work with the State Department of Education in March 1913. He soon became one of the most popular and useful members of the State Department. He travelled to and from over the State, the friend and counselor of county superintendents, principals, and teachers. His naive approach to school officials was irresistible; he assumed that they were all thinking morning, noon, and night about improving their Negro schools, and their prejudice and indifference gave way before his bantering humor and contagious enthusiasm. He knew their difficulties and helped them lead public sentiment and developed more liberal policies. To the State agents in the other States Mr. Sibley was a devoted friend and an able colleague.

He was the warm friend of Dr. Booker T. Washington, and of his successor, Dr. Robert R. Moten, and was a constant visitor at Tuskegee. He

entered enthusiastically into Dr. Washington's conception of education as a force for building a rural civilization and he led the Jeanes teachers, training school principals, and agricultural teachers in making helpful adaptations of the school program to the home life of the people. At Tuskegee he met Mr. Julius Rosenwald and helped initiate the building of the early Rosenwald schools in Alabama.

In 1918 Mr. Sibley resigned his position to enter war work, being put in charge of the New Orleans office of the Veterans Rehabilitation Bureau. When the immediate needs of the returning soldiers had been met, Mr. Sibley accepted a call to the University of Georgia to organize its extension work in social welfare. Two years later he returned to Alabama as head of the boys' agricultural club work with headquarters at Auburn. He also held a position in the child welfare department.

With this varied and successful experience behind him, Mr. Sibley was called on July 1, 1929, to become Educational Advisor to Liberia on behalf of a group of mission boards, colonization societies and the Phelps-Stokes Fund, working in that field. He sailed for Liberia in November 1925. He made friends with missionaries and government officials; traveled over the country laughing over the hardships that were part of the day's work, studying the people and the possibilities of soil and commerce. He returned to America and submitted a comprehensive report eminently sound and constructive. He had great faith in the possibilities of the natives, and the Firestone development gave hope for a better economic foundation upon which to build a civilization. Later he collaborated with Dr. Westermann, head of the Institute of African Languages and Cultures, in writing the best recent book on the country, published under the title "Liberia Old and New."

His report having been received with enthusiastic approval, he set to work at once upon a constructive program. He produced a set of textbooks based upon an African background, found a publisher through Colonel Plimpton of Ginn and Company, and secured their adoption by the Liberian Government. They have been favorably received in other parts of Africa and constitute an important contribution to education. He then proceeded to organize a staff, choosing Mr. Bare for agricultural club work and Miss Mitchell for the training of teachers. Then, with the help of Secretary Payne, whom he induced to visit America, he persuaded the Jeanes teachers of the South to send over a young colored woman, Miss Rebecca Davis, as a Jeanes teacher, making the third member of the staff. Returning to Liberia, Mr. Sibley was made Educational Adviser to the Government. He encouraged the development of Government schools and conducted with his staff two series of institutes for teachers. With the assistance of Secretary Payne, he established and edited a journal, the *Liberian Educational Outlook*, which was published monthly as a supplement to the *African World*. He was the



MISS REBECCA F. DAVIS, Jeanes teacher for Liberia, who joined the staff of the Advisory Committee on Education in 1928.



leading spirit in the founding of the new Booker Washington Institute at Kakata, in which the Government and the Advisory Committee are cooperating.

With these substantial results accomplished, prospects for Liberia seemed more favorable than they had ever been. Mr. Sibley had nearly completed four years in the country and he spoke of them as happy fruitful years. He had settled down in Monrovia for the rainy season and was giving thought to a needed change for some of his co-workers and planning a summer school in which he hoped he might train a few Jeanes visiting teachers. He wanted to find one for each county. In the midst of these labors, forgetful of himself, he was stricken at his post of duty.

The story of his sudden and tragic illness and the sorrow of his friends is briefly told in the following messages:

Monrovia

"Stokesfund, New York—received at noon, June 28  
"Sibley seriously ill—Davis."

New York, June 28

"Sibley, Monrovia

"Deeply regret illness. Obtain all possible medical aid. Committee sends affectionate regards. Cable particulars.

Parson, Donohugh, Jones"

Monrovia June 28

"Stokesfund, New York—received at 6:10 p.m.

"Sibley died twelve ten today yellow fever—Davis."

Washington, D. C., June 29

"Thos. Jesse Jones,

101 Park Avenue, New York

"Department regrets to inform you telegram from American Legation, Monrovia, Liberia, states James L. Sibley died June 28th of Yellow Fever. Report states Mr. Sibley's request to be buried at Kakata will be complied with June 29th afternoon.

Henry L. Stimson, Secretary of State"

Monrovia, June 29

"Please accept my deep sympathy on the death of Mr. J. L. Sibley. In his loss Liberia loses a sincere devoted friend.

King, President of Liberia"

London, July 1

"Profoundly grieved news. Consider James Sibley's passing untold tragic loss to Africa and her people. We fully share your deep sorrow. Attending press today's Times long obituary.

Weinthal editor, *African World*"

June 29

"Rebecca Davis, Monrovia

"Extend deepest sympathy to Government, Missions and Associates in death of Sibley. He was a great educational leader and man of strong Christian character. Hope and believe his friends

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Staff of the Advisory Committee on Education in Liberia.

# HOME ECONOMICS ORGANIZATIONS

MRS. DOROTHY IRNBORDEN MILLER,  
Director Home Economics Division

The importance of extra curricula activities in every field of education has long been recognized.

The teachers of Home Economics are realizing that Home Economics Sections of State Teachers Association and Home Economics Clubs in the various types of institutions are extra-curricula activities which promote the social and professional development of both teachers and pupils of Home Economics.

At the present time there are eight State Teachers Associations affiliated with the National Association of Teachers in Colored Schools which have organized sections for the Teachers of Home Economics.

In the fall many State Teachers Associations hold their annual sessions. May we suggest, that in the states which do not have Home Economics Sections already organized, efforts be made to organize such a section. This may be accomplished through several methods; first through the requests sent to the executive committee of the State Association by some active teacher of Home Economics or second through appointment by the president of the State Association of an acting chairman to work up the program of the first Home Economics Sectional program of the state. Organization of the section will take place during the first program of the section.

Home Economics teachers who attend the Home Economics Sessions of an association after attending in previous years the Health or other sections will feel gratified with the professional advantages and contacts which the section affords. Now is the time to begin to organize the Home Economics Sections to begin to formulate helpful programs of sections previously organized and to begin to decide on the persons who will represent your state in the Home Economics Section of the National Association of Teachers in Colored Schools which meets next summer at Petersburg, Virginia.

The Home Economics Clubs have already begun their programs for the scholastic year in many universities, colleges and high schools. The outline presented by Miss Clyde Mobley, Supervisor of Home Economics Education in the State of Louisiana to the Home Economics Section of the National Association of Teachers in Colored Schools at the Jackson, Mississippi meeting gives suggestions not only as to the organization of Home Economics Club but also furnishes a suggestive list of activities and aims for organizing such clubs.

1. Name.
2. Organization.
3. Membership.
4. Scholarship.
5. Initiation ceremony.
6. Constitution.

7. Advisors.
8. Dues—10c or 25c—50c a year.
9. Aims or purposes:
  - a. Social and professional welfare and advancement of the members.
  - b. Personal development of the girl—development of personality, leadership, initiative, etc.
  - c. To form connecting link between school and home and improvement of the home and community.
  - d. To give broad view of field of home economics and connect it with state and national associations.
  - e. To assist in the development of the home-economics department, equipping it, etc.
10. Activities:
  - a. School needs:
    - (1) Furnishings for home-economics department.
    - (2) Reading room, books and magazines.
    - (3) First-aid or rest room.
    - (4) Beautifying school grounds.
    - (5) School lunches.
    - (6) School parties.
  - b. Loan fund.
  - c. Community service:
    - (1) Health program for under-privileged children.
    - (2) Helping with gifts for unfortunate people—Thanksgiving, Christmas.
    - (3) Civic problems—clean yards, streets, etc.
    - (4) Associated charities.
  - d. Social and recreational:
    - (1) Club parties.
    - (2) Picnics.

Miss Mobley further lists Agencies and Organizations giving aid to the Home Economics program as:

1. Jeanes and Slater funds.
2. Rosenwald fund.
3. Smith-Hughes, high schools.
4. Smith-Lever, home-demonstration agents.
5. State teachers association.
6. National teachers association.
7. National Education Week.
8. National Health Week.
9. Better Homes Week.

The contacts afforded by Home Economics Clubs in the schools, Home Economics Sections of State and National Teachers Associations and thru working with other agencies which promote Home Economics, means much in the supplying of methods of approach to the solutions of problems of Home Economics Teachers.



## THE COLLECTION AND USE OF ILLUSTRATIVE MATERIAL

Ethel M. Roy, Home Economics Teacher,  
Indianapolis, Indiana

The collecting and classifying of illustrative material is almost as diversified a task as that of making out a course of study. There are so many factors and supervisors of Home Economics, while

One of the most important factors is the length of time a teacher has been in one place and pursuing the same line of work. Very often if a teacher changes her position the types of illustrative material must be changed. For example when one has been working in a city high school where there may be a supervisor with a large aggregation of material that can be buried and this teacher changes her position and goes to work in a boarding school, here everything is left more or less to the initiative of the individual teacher as to whether she interests herself enough to collect illustrative material which will meet the needs in her new situation.

A second factor which determines the amount of illustrative material collected is that of finance. If the teacher has to pay for all illustrative material out of her own personal funds or if the school will finance the expenses involved. Very few teachers are willing to personally pay for illustrative material. At least this has been my personal observation and in many cases the teacher is quite justified. This will however depend largely upon what type of material is being collected. In the case of pamphlets and charts of small enough size to be easily packed and shipped, a wise and progressive teacher can see that she is simply making a very helpful addition to her reference material.

A third important factor to be considered before collecting large amounts of illustrative material is the available storage space for such material. Some schools have adequate provision for this while others have practically none. Educational illustrative material should be properly and conveniently stored.

I believe that no better opportunity for illustrating the initiative of the teacher can ever present itself than through her efforts exerted in the collection of illustrative materials. There are many types of illustrative materials that are available and various ways of securing them.

Much of the material from commercial concerns is free to any teacher, some is free only to directors and supervisors of Home Economics while others must be paid for. The sum requested by the commercial company is usually just a small one to cover the cost of postage. No costs are equal to the value received from this material. The main thing is to get a list of these available commercial illustrative material and make a practical selection to suit your needs. Magazines such as "Practical Home Economics" carry classified lists of materials furnished by commercial concerns.

The United States Department of Agriculture, the Bureau of Education and other governmental

departments put out valuable pamphlets and charts that are related to the field of Home Economics. State Departments of Education offer very desirable illustrative material. State Colleges and universities also furnished desirable material.

All illustrative material should be classified and if necessary mounted as it can be presented most advantageously this way for class work. In a course like Home Management for instance, each topic would have its material grouped; as types of architecture and the application of same to modern homes; types of furniture; types of furnishings, as curtains, draperies, rugs, etc. There are many charts furnished which are hung up when ready for use.

The late Booker T. Washington was an exponent of the use of illustrative material in teaching. His great slogan was, "Why talk about something that students only get a vague and sometimes wrong impression of when you can show them the concrete example and have a comprehension and clear understanding." A lesson on the care of the refrigerator and its construction, without a refrigerator for illustrative purpose is of little importance. The most valuable illustrative material to a group may be that the students may collect or construct to explain some problem.

There is not a course offered in Home Economics but what can be more satisfactorily taught by the constant use of wisely selected illustrative materials.

## NEGRO ELEMENTARY SCHOOLS IN NORTH CAROLINA

### Rural and City

1. Total enrollment from 1919-20 to 1927-28, Grades 1 to 7					1,194,381
1919-20	213,060	1925-26	246,119		
1924-25	242,976	1926-27	242,524		
1927-28	249,702				

2. Enrollment in Primary Grades:					
	First	Second	Third	%	
1924-25	89,870	38,773	35,433	65.7	
1927-28	98,271	35,321	32,571	63.4	
Total decrease in the Primary Grades in three years					2.3%

3. Promotions in Primary Grades:					
	First	Second	Third		
1924-25	31,683	18,499	17,156		
Percentage	35.3	47.7	48.4		
	First	Second	Third		
1927-28	36,682	19,727	17,515		
Percentage	37.3	55.8	53.8		
Increase in promotions					14.8%

4. Enrollment in 7th Grade:					
1924-25	9,747	3.9%	1924-25	4,221	43.3%
1925-26	11,384	4.5%	1925-26	5,178	45.4%
1926-27	11,656	4.6%	1926-27	5,727	49.1%
1927-28	12,666	4.9%	1927-28	6,326	49.9%
Increase in Enrollment					1.0%
Increase in Promotions					6.6%

## My Attempt To Interpret Some of the Negro Poets To My Class

BY MARY W. HEFFERNAN

Our new course of study in literature, while a great improvement on the old course, does not list any work of the Negro Poets. I felt the children should not leave the elementary school without being introduced to them so I proceeded "to sow the seed."

The class, 8B, studies the Reconstruction Period in history. We considered the life of the Negro in the South previous to the Civil War, the difference in treatment accorded him by the fine master and by the cruel overseer who had no interest in the Negro as a human being. We considered the loyalty of the Negro to his master who was fighting against the government that wished to set the slave free; the Negro's care of the white mistress and children left unprotected during the master's absence at the front. Then, after the War was over, we saw the coming of the carpet bagger and his ilk, the disfranchisement of the decent white and the rise to power of the scalawags with the poor Negro, the "bone of contention," and the pawn in the whole horrible muddle. The children were deeply moved at the outrages perpetrated on those humble ignorant folk. They were furious at the politicians who befogged the Negro into believing he would get forty acres and a mule. They were highly amused at the pranks played by the Ku Kluxers on these superstitious blacks. We talked about the effect these experiences would have on the race and on the individual Negro. We tried to follow the Negro and his son through the troubles that caused them to leave their "Sunny South" and migrate to our large cities. I asked the children if they thought such a group would have anything worthwhile to contribute to the poetry of our times.

The children were sure the Negro would have much to contribute but many of the boys expressed the doubt of his being able to put it into language. The Negro was "too emotional" or "he was hurt too deep to talk about it" or "the whites wouldn't listen with sympathy to him" or "he laughed too much for anyone to think he was serious about anything."

Then I told them that Negro poets had written and had written well. I asked them what they would expect the Negro poets to have written about. These are the themes that the children thought Negro poets might choose to write on:

Love for their fellow Negroes.

Pride in the improvement of the Negro.  
Firm! Hatred of the white who uses or abuses the Negro.

Love for white children who loved their "mammy."

How suffering like theirs gives courage and determination to succeed.

Songs, like the spirituals expressing their hope of happiness in another world.

Poems about their humor their ability to see the funny side of life.

Contrast of life in America with his ancestors' life in Africa.

Poems of ridicule about the whites who thought they knew it all.

Poems of dislike of the whites who continue to treat them unfairly.

Lullabies.

Dialect poems.

Pretending poems — saying funny things pretending they don't mind how we act toward them.

Then I sent them to the libraries to get the poems of Paul Dunbar, Countee Cullen, Claude McKay, Langston Hughes and Jean Toomer to see if they found in those poems what they expected to find and if they found anything more.

They chuckled with Dunbar in "Discovered"—"Nevah Min' Miss Lucy" and reckoned he was true to form in "The Turning of the Babies in the Bed" with his tender jibing at the devoted mammy and his reference to Gabriel and his trumpet "On de dawn's judgment day."

Countee Cullen's "Heritage" was particularly satisfying. In that one poem, written by one Negro, they found every theme we had listed and it had taken thirty-five of us whites with our heritage of centuries of culture to suggest all those themes which one Negro wove into one poem—and at that we hadn't dreamed of the spiritual ache of the Negro wishing "He I served were black." Cullen reached their hearts "melting them like the merest wax."

They liked the plucky advice in Langston Hughes' "Mother to Son."

Don't you fall now  
For I'se still goin', honey,  
I'se still climin',  
And life for me ain't been no crystal stairs."

They agreed with Hughes that in "Our Land"  
"We should have a land of joy,  
And not this land where joy is wrong."

*This article, written by a teacher of the eighth grade in the New York Public Schools, should prove of great value not only to teachers in so-called mixed schools, but also for those who teach in separate school systems. As a force in better race relations the public schools have no equal—hence the importance of the proper approach to the contributions of the Negro to American life.—The Editor.*



## TO WHAT EXTENT SHOULD THE ITINERANT TEACHER-TRAINER, THE RESIDENT TEACHER-TRAINER, AND THE DIRECTOR OF THE DEPARTMENT OF AGRICULTURE ATTEMPT TO PLACE GRADUATES IN CERTAIN POSITIONS?

E. A. GRANT

Before we make any attempts to answer this very important and searching question, it might be well to hastily review the aims and scope of education in vocational agriculture so that we may see how closely related the directing and instructing agencies are to the effectiveness of the work.

The aim of vocational agricultural education is to prepare or improve a person to pursue effectively a specific farming occupation. It differs from other forms of vocational education in that it deals specifically with the business of farming, and is intended for farmers only. However, it is so articulated with other education as to promote the most desirable farm community life. It is designated to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm house. It is only successfully executed when such training is given as a farmer in a given community requires to be successful.

The first step in meeting this demand is the setting up of a curriculum which must include such subject matter as will give the fundamentals of Agricultural science and sufficient subjects of an allied nature as will greatly extend both the job and social intelligence of the students.

It is necessary to consider the curriculum content in order to determine the extent of the graduates' training. As a rule, our period of agricultural training extends through four years, the first two years of which are generally given over to intensive training in vocational agriculture. The present trend in placing graduates is to select them from the four-year course which offers our graduates better general equipment, to meet the gradual changes taking place in our educational institutions as well as taking place in the structure of our rural community life.

Next, let us consider the responsible agencies and their functions which directly or indirectly contribute toward the effectiveness of vocational agricultural education, and the possible contact of such agencies with students in training.

First, is the director of the department of agriculture. His duties are of such a generally administrative nature that he rarely comes in direct contact with students in the classroom. He has general oversight and direction over all the divisions of his department and cooperates with the divisional heads in strengthening the curriculum and in establishing better facilities for training.

Second, is the resident teacher-trainer, whose duties place him daily in direct contact with the trainees. He is responsible for the efficiency in mat-

ters and method by which the trainees are taught. He organizes the manipulative processes and skills, and the guides to technical knowledge content. He creates as near as possible, a replica of life situations with which his trainees will subsequently deal. He has an opportunity to make a personal study of his students, observing their scholarship, their grasp on things, and their general attitude toward all features of their training.

Third, is the itinerant teacher-trainer, whose duties bring him in direct contact with graduates of vocational agriculture, in the field of service. While his duties largely concern the professional improvement of vocational agricultural teachers in service, he has duties that call for the placing of suitable graduates in certain positions in his field of supervision. He comes in contact with patrons, students, and school officials in various parts of the state, and is thereby enabled to get first-hand information as to the work of his teachers and the general attitude of the communities toward the success of their work. He is in a position to determine the teachers' fitness by the type of work accomplished compared with the type of work demanded in any given community.

The itinerant teacher-trainer as a rule, has his head-quarters at the agricultural college of his state, and this affords him an opportunity to form contacts with the resident teacher-trainer, the trainees and the training processes. By conferences and otherwise, with the director of the department of agriculture and the resident teacher-trainer, he is able to offer, out of his experiences, valuable suggestions relative to better correlation of the scope of training with actual needs in the field of service.

The itinerant teacher-trainer depends, to a great extent, upon the agricultural college as a source of supply of men, will prepared to teach vocational agriculture. From year to year, a variety of employment situations may present themselves to him, each one requiring special consideration. It often requires special adaptability or fitness of the employee.

Let us notice the principal types of jobs open to graduates and teachers of vocational agriculture—the itinerant teacher-trainer. First, schools in jobs which must be supplied by appointments of which vocational agriculture is to be taught for the first time. As effective vocational agriculture grips a hold upon the rural people of the state, it popularizes itself, and thereby the demand for teachers of vocational agriculture increases. As fast as these schools qualify, a teacher is usually placed. Second, school in which agricultural teachers have failed.

Such failure is not always due to the lack of training, but may be the result of the wrong attitudes displayed by the teacher. Third, schools from which agricultural teacher is promoted. All along the way, promotions are in order, and eventually the best schools will be occupied by the best teachers. Fourth, schools to which agricultural teacher is promoted. It is largely within the range of these types of schools, that attempts are made to place graduates.

Before any agricultural graduate is placed, a personal record of his qualification should be compiled and thoroughly studied from all angles. Such a record should include: First, the content of the curriculum covered. It is often assumed that because a certain prescribed course of instruction has been completed, an individual is qualified for placing in any vocational school or in any community. This is assuming too much. The course of study does give definite indications of the kind of training to which the students are exposed, it does serve to guide one in the selection of a graduate because of the relationship that exists between the contents of the course and its possible use in practical life, but it cannot be depended upon entirely when placing a graduate.

Second, Scholarship. In the classroom may be observed abilities that vary between wide limits. Mention is frequently made of the smart students. A high rank in scholarship is certainly to be desired, but the placing of a graduate on consideration of his scholarship, alone, is one-sided, and may result in disappointment. Students of exceptional theoretic ability maybe lack all inclination and willingness for practical applications.

Third, Character. It is extremely difficult to determine with any degree of accuracy, just what are the moral habits of any particular student. Students may be inhibited in certain habits because of due process of rules and regulations in college. Even so, the individual's character rating must be given thoughtful consideration before any decisions are made for placing him. At best, character determinations can only be made by those who come in contact with the individual daily, by summing up all display of his behavior as seen in the classroom, in the dormitory, on the campus, and in the town or city. The resident teacher-trainer is in a better position, than any other agency concerned, to evaluate the character of his students because of his intimate contact with them in all phases of their training.

Fourth, Attitude. Different individuals possess certain moods, feelings or dispositions that must be considered before any placing of the individual is done. Attitudes in school work play a very important part in a student's rating. Just how he responds to an assignment, reacts to a suggestion; just how he shows interest, attention, and study; just how he exhibits initiative, leadership, and grasp of things while in training, just so might he be expected to repeat these practices or exhibit

the same personal traits on the job.

This discussion, so far, has been an attempt to review the functions of the directing and instructing agencies the scope of training, the kind of jobs open to graduates, and the personal traits and qualifications of graduates in vocational agriculture, for these situations.

Now, to what extent should the itinerant teacher-trainer, the resident teacher-trainer, and the director of the department of agriculture, severally or collectively, attempt to place graduates in certain positions? Should each agency attempt to place graduates according to his own personal opinion or desires or should these agencies confer and thoroughly study the merits of each case?

The subjects assumes that much of the placing of graduates is being done independently by each of the responsible agencies. Let us for a moment note the effectiveness of such a plan: Suppose the director of agriculture attempts alone to place graduates, he must rely entirely upon the prescribed course of study covered and the little personal knowledge—if any, he has of the graduate. But this is not enough when the job requires one specially fitted for it.

Suppose the resident teacher-trainer attempts alone to place a graduate. He must depend upon his personal knowledge of the general aptitudes of the individual as reflected by the courses of instruction covered, scholarship, character and attitudes. Even with such a personal record he could not, effectively place a graduate, without knowing the specific needs of the situation.

Suppose the itinerant teacher-trainer attempts alone to place a graduate. He is in a position to know the specific and peculiar needs of the school and community and the type of teacher that would be satisfactory, but by not having close contact, perhaps no contact at all, he does not know the general adaptability of any graduates—or he may not attempt to find out—yet places one or more on the basis of the scope of agricultural training to which they have been exposed. Misfits are sure to occur all along the line, and a wasteful period of adjustments will necessarily follow.

Students of vocational agriculture about to graduate are thinking in terms of employment along definite lines of their special training. From time to time, the itinerant teacher-trainer has vacancies or new situations in the field and he thinks in terms of placing graduates as fast as the circumstances will warrant. The situation that confronts him is whether he shall set out to find certain positions for certain graduates or find certain graduates for certain positions. Since he is more concerned with the results to be obtained, he must consider the placing of a man whose qualifications indicate the possibility of obtaining the results desired.

It therefore seems reasonable to say that the

(Continued on Page 23)



## European Youth Tour To Develop Understanding Thru Contacts

1930

July 2nd, 5:30 p.m. "Get together" dinner Harlem Y. W. C. A., followed by theatre party, "Journey's End."

July 3rd, 4:00 p.m. Sail from New York on the S.S. France

July 9th, Plymouth to London, England

July 18th Ostend to Brussels, Belgium

July 22nd, Hague to Amsterdam, Holland

July 26th, Freusburg Castle, Germany\*

Aug. 2nd, Cologne, Germany

August 5th, Up the Rhine to Frankfurt

Aug. 8th, Munich

Aug. 10th, Obermmergau for The Passion Play

Aug. 12th, Geneva, Switzerland

Aug. 17th, Paris

Aug. 28th, Sail from Harve on the S. S. France

Sept. 3rd, Arrive in New York

\*Subject to change to suit date of Youth Conference.

### ACCOMMODATIONS

Third class on the Atlantic; Second class on European railways; (Travel from Cologne to Freusburg and return will be third class), all hotels and hostels; all breakfasts and dinners; special sight-seeing bus trips. Not included are the following: U. S. Passport, \$10; Visas, approximately \$5; taxes \$6; Sleeping car accommodations whenever desired; side trips; taxi and street car fares; tips on steamer; baggage handling if necessary.

### COST OF TRIP

The total cost of accommodations provided by the management as enumerated above is \$490. With special care a person can make the trip for \$100. in addition to the above fee. This will not include any shopping done abroad. Amounts are payable as follows: \$90 when accepted as member of the party; \$100. February 15; \$100. March 15; \$100 April 15; \$100. May 15. The management reserves the right to drop a person from the party on May 16th and secure a substitute if all payments are not completed.

### MEMBERSHIP

Under no circumstances will the membership in the party be allowed to exceed twenty-five persons. It is desired that the party shall consist of an equal number of men and women. Requirements for membership in the party: (1) at least a Junior college; preferably a college graduate (2) Between the ages of twenty and thirty-five (3) Good health (4) Able to care for one's self and carry own baggage (5) Interested in International affairs and human problems. The object of the tour is not primarily to see cathedrals and palaces but to promote understanding through contacts. The management reserves the right to pass finally upon all applications. If the first who apply meet the requirements, they will be given the preference.

(Continued from Page 22)

effective placing of a graduate is made possible only when the itinerant teacher-trainer, the resident teacher-trainer and the director of agriculture confer and thoroughly study the nature and requirements of each available position, and the general qualifications of a graduate to fit and efficiently fill such a position.

Such qualifications, and job characteristics have been previously outlined. It matters not who makes an application for a position as teacher of vocational agriculture, or who desires this position filled, the matter should engage the special attention of all concerned with the position and with the particular graduate in mind. Such a procedure is a desirable execution of fairness not only to the demands of the position but to the graduate considered.

In South Carolina, there is a growing tendency to employ the Negro vocational agricultural teacher as principal of the high school. Graduates of the four-year agricultural course cover a curriculum that prepares them to qualify for such a position. The itinerant teacher-trainer of this state, confers with the resident teacher-trainer in regard to this position. Together, they review the entire situation, taking special note of the graduates' academic as well as agricultural background, before a selection is made. Such a conference occur before the placing of any graduates in agriculture. As a result, the placings have been, in a large measure, satisfactory. It must be remembered, however, that no agency of education can prepare a learner for his chosen vocation in every conceivable detail. Neither can we escape the "doctrine of individual differences."

In conclusion, let us consider that "men are born of unequal capacities, mental and physical. They are born into differing environments. They are equal only in the right to happiness and the duty of service according to their capacities. It is the function of democracy not to reduce them toward an impossible sameness, but to provide each with the best possible opportunity for development of his aptitudes for service and happiness."

In the light of facts, there can be no effective placing of graduates of vocational agriculture in certain positions unless such placing is the result of thoughtful consideration in a conference composed of the itinerant-trainer, the resident teacher-trainer, and the director of the department of agriculture as responsible agencies for the efficiency of the graduates and the effectiveness of their work.

Address all applications to:

PAUL E. BAKER, Secretary of Harlem League, 2368 Seventh Avenue, New York City.

Tel. Bradhurst 8546

P. S. If a person uses care the total cost of trip can be kept under \$600.

## An Interesting Family

One of the unusual features of the Commencement exercises at Southern University, Baton Rouge, La. this year was the receiving of a Baccalaureate degree by Mrs. Ida Nance Givens and the receiving of a high school diploma by her youngest daughter, Miss Marguerite D. Givens. Mrs. Givens, widowed when her two children were babies, has made a gallant fight in the educational world. After finishing the academic course in Baton Rouge College, she began as grade teacher in the rural school system, next as model teacher for primary work in the city schools and later as supervisor of schools.



During this time she has studied in summer schools at Hampton Institute and during the last four years she has been an earnest student at Southern University. Mrs. Givens is responsible for the organization of Burroughs-Talbert Club which sponsors the Colored Library, now recognized and given appropriations from Baton Rouge Police Jury.

Her oldest daughter, Miss Mayola Givens, a Junior of the College Department of Fisk University, is also president of the Delta Sigma Theta Sorority, president Girls' Glee Club, vice president of Women's senate music edition of Fisk Herald, president of Harmonia Club, member of Mozart Society, Stage Crafters and Varsity Basketball team.

## Freshman Year English

*A Review By E. Edward Farrison, West Virginia State College*

One of the outstanding things about many of the books on English composition published during the last few years is that there is almost nothing outstanding about anyone of them. From this general statement, Professor Benjamin Brawley's *Freshman Year English* (New York: Noble and Noble, 1929) is to some extent, an exception.

The new approach to "conventional material" promised in the preface of the book is actually given in the first part of it, which deals with the "Technique of Composition." In the chapters on "The Sentence" and "The Word," Professor Brawley has brought within the scope of Freshmen English some facts concerning the English language which have long since been familiar to scientific students of language, but which have not hitherto been included, as a usual thing, in courses in English provided for freshmen. These two chapters are written with full regard for the historical point of view in the study of the English language, which is, of course, the correct one. As is pointed out by the author, the unique feature of the text is the section dealing with the alphabet and the use of pages, the history of the alphabet and the use of these characters in the representation of speech sounds are simply discussed. But one feels that the author dismisses the subject too soon, since he saw

fit to take it up at all. If he had included in connection with it and in connection with the study of pronunciation a simple treatment of the subject of phonetic spelling, his discussion would have been much more useful.

About the merits of the second part of the book, which is entitled "The Fields of Expression," and which deals with the four familiar forms of discourse, many students of English composition are likely to be somewhat doubtful. Realizing that one cannot teach freshmen to write and speak well by drilling them on theories of composition alone, nor by having them do nothing but study examples of composition, Professor Brawley has given both some principles and some examples. This explains the relatively great amount of illustrative material in this part as well as in the other parts of the book. Concerning this illustrative material, there need be no dissatisfaction. It is very doubtful, however, that the essential parts of the theory of description, narration, exposition, and argumentation can be clearly and profitably discussed within the limits in which they are treated in FRESHMEN YEAR ENGLISH. Especially will the truth of this appear when we consider the twofold aim in teaching the so-called four forms of discourse. The aims of lessons on this phase of English composition are not



only to teach freshmen to describe things, recount events, explain their own ideals, and argue intelligently, but also to give them a foundation to use in analyzing, understanding, and appreciating what they read or hear others say. By studying the principles of the forms of discourse, a student should learn to recognize and appreciate a good story, a clear explanation, a sound argument, or a vivid portrayal in words when he comes in contact with ones, as well as how to express his own thoughts.

Because of the nature of the subject, argumentation is perhaps the most difficult one of the forms of discourse for the teacher of English composition to present clearly and effectively to Freshmen. In the first place, it is definitely connected with the science of logic, study which would not take first prize for popularity among college students today, and one of which freshmen can be expected to know but little. It is therefore necessary for the teacher of Freshman English to simplify the subject of argumentation before presenting it to freshmen. Now, it is possible to eliminate a great deal of the technical terminology of logic, and this to the advantage and pleasure of the freshmen, but the logical basis of argument must be considered, no matter how greatly the subject is simplified.

In the chapter on argumentation in Professor Brawley's book, we may note that some space is devoted to a study of the principles of argumentation, but not as much as is devoted to the study and exemplification of the brief. The brief, however, is a device whose value is not definitely agreed upon by all teachers who are interested in practical argumentation. At best, it is formal and it may become mechanical. From the point of view of the freshman, then, in the study of argumentation, the emphasis should be placed on analysis and proof—the fundamental principles of all practical argument—rather than on the formal method of assembling proof.

The third and last part of the book deals with several "Special Subjects," about some of which it is advisable to give freshmen some information in connection with the study of English composition. In discussing "Style," "Poetry," "Public Speaking," and "Journalistic Writing" all in a little more than a hundred pages, in which there is considerable illustrative material, surely it was not the author's intention to give more than a few general ideals about these subjects.

Even if this is the fact, nevertheless, there is good reason for believing that at least one of these subjects could have been left out altogether without decreasing the worth of the book as a textbook for English composition and public speaking, but this relationship does not justify any attempt to teach both of them in the same course. Public speaking, when effectively taught by a teacher of speech as distinguished from a teacher of English, is too broad and difficult a subject to have even the most

elementary but essential principles of it condensed in a few pages and covered in a few recitations—that is, if the student is to get any benefit from the study. Furthermore, the problems involved in the study of public speaking are different from those involved in the study of English, and many of the former may not even be known to the teacher of English, however efficient he may be as a teacher of English composition.

On page 234 of the text, Professor Brawley advises students to practice delivery by using the "supreme opportunity for interpretation" afforded, in his opinion, by Coleridge's *Hymn before Sunrise in the Vale of Chamouni*. Here it appears that Professor Brawley is following an established but erroneous tradition and is overlooking the great distinction that exists among public speaking, interpretation, and acting. It should be remembered that the kind of delivery the public speaker uses, or at least should use, is different from that used by the interpretative reader, impersonator, or actor. The first is, or should be, communicative; the last three are always exhibitory. The first one belongs on the platform; the last three belong on the stage. The platform is thus different from the stage, and what is good delivery on the one is not usually good delivery on the other.

For the confusion of these things, we may blame many of the 19th Century schools of "oratory," "elocution," "expression," et cetera, in which platform, as well as on stage, speaking became a very formal artificial thing. It was not until after the beginning of the twentieth century, when such scholars as Professors Trueblood, J. A. Wilans, J. M. O'Neill, A. T. Weaver, R. W. West, and the late Dr. Charles H. Woolbert began to study speech from the historical and scientific points of view, that many of the errors in the theory of oratory were corrected, and speech became a systematized, practical study. The fact is now established that not only is it impossible to teach public speaking and English composition in the same course, but it is also impossible to teach public speaking, interpretation, and acting in one course. Although these things are related to each other, they have such important differences among them that they can be successfully studied only when they are studied separately. It may be advisable to have freshmen study public speaking, but it is futile to try to teach them public speaking and English composition at the same time.

On the whole, Professor Brawley's book is very clearly written, and it has to its credit whatever advantages are accrued to brevity in the treatment of the subject with which it deals. Supplemented with a good handbook of composition and carefully selected references to some of the fuller treatises on the subject, *Freshman Year English* will, no doubt, prove useful as a textbook for the first-year college course in English composition.

## BOOK REVIEW

### RACE ATTITUDE IN CHILDREN

BRUNO LASKER

Henry Holt and Co., Publishers

Mr. Lasker presents an analysis of the factors which contribute to the development of attitudes toward persons of other races. His raw material was supplied from a variety of sources. The basis of this study was supplied from teachers, parents, and social workers. The influence of the home, of the church, of the school is freely and frankly discussed. Mr. Lasker brings out quite clearly that the attitudes are the results of training and environment, and are emotional rather than rational experiences. Teachers, parents, and other workers with children will find this book very helpful and stimulating.

### THE AMERICAN HANDWRITING SCALE WITH MANUAL AND RECORD BLANK

By PAUL V. WEST, Ph. D.

*The A. N. Palmer Company*

Dr. West, who is a specialist in educational psychology in the School of Education, New York University, has worked for many years in the field of handwriting research. He began work on a new Handwriting Scale early in 1928 with the assistance of a corps of clerical workers and with the active cooperation of teachers and supervisors whom he was able to reach through the wide contacts of the Palmer Method organization.

The Scale itself consists of seven specimens for each grade from two to eight, inclusive. Values for these specimens have been assigned on the basis of several different plans so that the interpretation may be adapted to any local marking system. The Scale is unique in providing samples which have been scaled in both speed and quality. The plans of scaling also allows for the assignment of intermediate values thus providing a fifteen step scale.

The selections which constitute the text of the specimens and which are to be used as tests in conjunction with the use of the Scale were carefully prepared with attention to word and letter frequency compatible with the grade under consideration. To aid the child in memorizing the selection and to aid the teacher in scoring papers for speed, these selections contain topics of interest to children and are arranged in sentences of 25 letters each. Specimens which are used in the scale were obtained through the cooperation of several hundred supervisors in city and rural school systems and are actual samples of children's writing.

## ANNUAL MEETINGS FOR 1930

THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS' annual meeting will be held in Petersburg, Virginia, July 23, 24, 25, 1930. This will be one of the most interesting meetings in the history of the Association. For the first time the new constitution will become effective. The meeting will be entirely new. The Representative or Delegate Assembly, and the Council meetings will function for the first time. In these assemblies projects for the year's work will be presented. The projects on the educational advancement of the Negro race will be made before of the State. in order to give the best time possible for this concert the President has decided to present his address to the teachers of the night of the 24th. The address of the President should be heard by the teaching force of the entire country. President Mordecai Johnson is one of the sanest educators of this day. Dr. Monroe Work for some time has been gathering material for another Year Book. One section of this edition will be devoted to EDUCATION. It is Mr. Work's plan to present this data to the Association at this meeting so that this information will be available to every teacher attending the annual meeting. The meeting this year will not be "The Feast of Reason and the Flow of Soul"—it will be three days of storing knowledge for another nine month's work.

### CONFERENCE OF SOCIAL WORK TO BE IN BOSTON

The fifty-seventh annual meeting of the National Conference of Social Work and Associate Groups will take place in Boston June 6 to 14. More than forty groups in various fields of social work will meet at that time. The Conference will be formally opened on the evening of June 8 by a presidential address given by Dr. Miriam Van Waters, referee of the Los Angeles Juvenile Court.

Attendance at the Conference is open to any who wish to come. Headquarters will be at the Statler Hotel. Evening sessions will be at the Boston Gardens. Special rates will be offered Conference members for round-trip tickets.

Hotel reservation should be made immediately with J. Paul Foster, 80 Federal Building, Boston.

Requests for further information may be sent to Howard R. Knight, General Secretary, National Conference of Social Work, 277 East Long Street, Columbus, Ohio.



## OPPORTUNITIES AND OUTLOOK FOR THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

(Continued from page 14)

and thought to the work of this organization. The time has passed, it seems to me, when the executive secretary's job should be primarily to solicit members. Surely, the sentiment in each state in favor of this national organization ought to be strong enough to insure an active campaign for members within the state up to the full quota set by this body and under the guidance of state representatives. Thus the time of the executive secretary should be released for carrying on progressive work, for keeping in close touch with the state organizations and the president, for stimulating the committees to do their work, and for gathering material and assisting in the editing of The Bulletin and maintaining in that journal a record of the achievements of the national body.

The opportunities of the N. A. T. C. S. will multiply as members of this organization recognize a unity in the program of Negro education and become vitally concerned with its advancement. All members should think about the problems and the next step required in their solution. The outlook for the association will grow brighter day by day as the teachers in the schools for Negroes realize increasingly their opportunities and obligations to make this association function to the best advantage. Your obligation as members of the association does not end when you pay your membership fee. The fee is the smallest part that you are called upon to give. As members, you are urged and expected to secure the interest and support of all teachers who are non-members. You are urged further to give time and thought to the problems of Negro education first by making your own school or your own service as efficient as possible and secondly, by finding out what you can do to help the general cause and doing it.

In order to relate this paper a little more closely to the theme of this meeting, Education for Economic Efficiency, much might be said concerning the economic waste in our school system, and the influence that this organization might exert in bringing this waste to the attention of school authorities to the end that it may be eliminated in large measure.

Perhaps the largest element of waste lies in poor school attendance. In our rural schools, especially, attendance is heavy in the winter months and light in the fall and spring months. Thus the per capita costs are low in the winter and high in the spring and fall. Frequently in winter the large attendance makes it impossible for the teachers to render efficient service.

Again, the overcrowded primary departments of the school make for economic waste. Not only are these classes inadequately staffed, but the re-education of an excessively large group of repeaters constitutes an extravagant use of public money. Add

to this the waste incurred through the employment of poorly qualified teachers, and the lack of economic efficiency in the operation of our Negro schools becomes plainly apparent.

What are the remedies for these conditions? Improve the attendance. Adjust the school session and the school hours better to the economic needs of the people. Provide for part-time and continuation classes. Part-time attendance is better than no attendance at all. While we may condemn child labor and protest against children being required to work and contribute toward the family budget of expenses, we are confronted with a condition and not a theory. Compulsory attendance should be enforced wherever possible, and where this is impossible, some adjustment of the school time to the needs of the children is essential. County and city superintendents are in position to help the situation if they will give the matter their attention. By employing better teachers, by better distributing the teaching load among the teachers, and by making proper adjustment of school time to the requirements of the pupils, they can improve both attendance and the rate of promotion, and help to make the school economically efficient.

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One Must Not Only Be Able to Teach, but to

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## JAMES L. SIBLEY

(Continued from page 17)

will unite to carry out his farsighted plan for Liberia.

Stokesfund"  
Monrovia, July 2nd

"Phelps-Stokes Fund  
New York

"The body of Mr. Sibley was buried at Kakata on Saturday evening at six thirty according to his desires. Accept our heartfelt sympathy for the loss of so great an educational statesman, humanitarian, and fellow worker. Sad loss is irreparable to us and the American Committee on Education in Liberia.

Payne, Secretary of Public Instruction"

Mr. Harvey S. Firestone, Jr., on hearing of Mr. Sibley's illness, immediately sent a radio message to his manager, Mr. Ross, to do everything possible for him. Mr. Ross replied that Mr. Sibley was attended by Dr. Fuszek, a physician highly skilled in tropical diseases, and by Dr. Rice, Medical Director of the Firestone Company. They made a serum from the blood of a recovered patient and injected it. Everything possible was done to save him.

The devotion of Mr. Sibley to his Liberian interests is indicated in his desire to be buried at Kakata, the state of the Booker Washington Institute, the establishment of which was so largely the result of his efforts. On account of the flooded roads, they conveyed his body by launch up the river to Kakata and buried it there, the evening of June 30th.

Mr. Sibley is survived by his father and his step-mother, Mr. and Mrs. John A. Sibley, 1350 Pennsylvania Avenue, Miami Beach, Florida, and by his two brothers, Messrs. Frank and Eugene Sibley of Detroit, Michigan.

For his work in Liberia Mr. Sibley drew upon his whole previous experience, which fitted him for the peculiarly delicate and difficult task which confronted him there. There was nothing of the shallow optimist about him, yet he was always happy in his work. He knew what could be done and he set about it step by step, with dogged persistence and unflinching good humor.

He loved his friends and leaned heavily on them, but he was accustomed to meeting prejudice and he was frequently misunderstood and criticized. Neither praise nor blame swerved him from the course he had chosen. It was all a part of the day's work.

Mr. Sibley fully understood the intimate relationships between Liberia and the United States. He felt a sense of obligation to bring to bear upon the problems of this country the best in American idealism and in educational method. A Christian civilization built upon a sound economic basis with justice and independence under the friendly, unofficial cooperation of America was the noble aim which he and all his missionary co-workers set before them. Mr. Sibley was a member of the Southern Presbyterian Church and his religious life was simple and genuine, concerned not with creeds and ecclesiastical procedure, but with the realities of life. He never thought of himself in any sense as a missionary, but he found his supreme satisfaction in bringing larger opportunities to neglected, unprivileged children in the true spirit of Jesus Christ.

(Reprinted from the "Southern Workman" for September 1929.

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# The Bulletin

*Official Organ of the  
National Association of Teachers in Colored Schools*

VOLUME X

FEBRUARY, 1930

NUMBER 3



*Membership, Including Bulletin, One Dollar and Fifty Cents Per Year*

ANNUAL MEETING OF THE N. A. T. C. S.,

PETERSBURG, VIRGINIA, JULY 22-26, 1930

# THE BULLETIN

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FEBRUARY, 1930

NUMBER 3

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Dr. Mordecai W. Johnson, President National Association of Teachers  
in Colored Schools, 1929-1930



# THE BULLETIN

VOLUME X.

FEBRUARY, 1930

NUMBER 3.

## AIMS OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By B. L. PERRY

Having been my good pleasure to attend the meeting of the National Association of Teachers in Colored Schools in Jackson, Mississippi, from July 30th to August 2nd, I was able to pick up some of the objectives and aims of the association which I consider vital in training the mind for its highest attainment.

### Personnel

The association is composed, in the main, of members of the teaching profession ranging from the energetic stenographer to presidents of leading colleges and universities.

### Program I

The theme of the association around which all other topics revolved was "Education for Economic Efficiency." Some sub-topics which brought spirited discussion were:

1. College Education
2. High School Education
3. Elementary Education
4. Rural Education
5. Health Education
6. School Supervision
7. Industrial and Commercial Education
8. Educational Problems in Colored Schools
9. Co-operative Business Among Colored Business Men.
10. Significance of Agricultural and Industrial Training in State College Programs.

Perhaps the last named topic excited more discussions of interest than many of the others combined. Not because there were so many advocates of industrial training present, nor did those present agitate the discussion but the interest ran high because such men as President J. S. Clark of Louisiana and others who heretofore were strong advocates of academic training only, made no reservations in their expressions of regret that the industrial side of the educational program had not had an equal break in the Land-Grant Colleges.

### Aim and Objectives

After listening to the many and varied programs, attending all the sessions and weighing all the facts, superstitions and hypotheses mentioned for its future operation, my limited knowledge of the facts

brought me to the conclusion that the aims of the association might be listed as follows:

1. To maintain an organization which will render a program annually that is a credit to our group as a whole.
2. To maintain an organization with such high order that the most cultured will aspire to become an officer and a part of the organization.
3. To set a standard that no one will hope to become a part of the organization unless he or she is very proficient in his or her line.
4. To work out plans that will keep the teaching profession up to, and comparable with other educational groups.
5. To keep the public informed through its official organ, the "Bulletin," just what is being said and done by the association as well as by those carrying out valuable experiments along professional lines out in the various fields.
6. To bring the teachers of the United States in a closer and more friendly relationship, by either attending the association themselves or sending a representative whom they believe will do them credit at the association.
7. In view of the fact that the teacher is the source from which education must come and education, as one writer expresses it, "is the preparation of the individual so that he can help his fellowmen, and in return receive and appropriate their help." I concluded, finally, that the great objective is to deepen that fraternalism in education which stimulates us to support such an organization so that, in turn, we may appropriate the benefits derived to developing the lives of those under our direction.

Through an inadvertence, the name of President M. W. Dogan of Wiley College, Marshall, Texas, was omitted from the roster of officers of the National Association of Teachers in Colored Schools as published in the Bulletin in January. Dr. Dogan is an ex-president of the National Association, a member of the General Council and an ardent supporter of the National Association of Teachers in Colored Schools. The Bulletin regrets the omission of his name from the list of officers.

## THE HEALTH OF THE NEGRO

HORACE MANN BOND, *Nashville, Tennessee*

Read:—Department of Health Education, National Association of Teachers in Colored Schools,

It is my task to portray for you in the sketchiest of pictures the health of the Negro in America, as we know of it from records of vital statistics and in the light cast upon it by special research. I wish to make acknowledgment of materials found in the marvellous collection on the health of the Negro collected and organized by Mr. Monroe Work of Tuskegee Institute. Mr. Charles S. Johnson, formerly editor of *Opportunity*, now Director of the Social Science Department of Fisk University, has been engaged for the past two years in collecting data on the health of the Negro in his added capacity as secretary of the National Interracial Conference. Mr. Johnson kindly permitted me to use the manuscript of his report, soon to be published, to check any statistical statements which are included here.

I have said that the health of the Negro is a history of survival. It was once a comforting thought by many perplexed by the vexing ramifications of the American race problem to see a solution of the problem through the dying out of the Negro. This solution was, of course, rather hard on those of us who are the problem, but with all due apologies to Mr. Marcus Garvey and Imperial Wizard Hiram Evans, we must admit that it is as about as perfect a one as has yet been put forward. I need not tell you that we have not yet died out, for to do so would be too reminiscent of Mark Twain's telegram, when an erroneous report of his death was circulated to the effect that the report had been greatly exaggerated. Most disconcerting of all, however, is the fact there seems to be no immediate prospect of the extinction of the Negro taking place. The wonder of his survival in the face of these pious and not so-pious hopes is such that it is well that we should take a few moments to trace its salient points.

The first chapter in our history of survival may aptly be called the era of adjustment to the Slave Economy. Of the Health of the Negro in Africa at the time when American slavery began we know but little. From our knowledge of the African Negro today, however, we are justified in believing that here was a people that had reached a condition of equilibrium in adjusting themselves to a tropical climate. While exact knowledge is impossible, it is probable that they were largely innocent of two diseases which now are largely responsible for the high death rate of the Negro in this country. These diseases were, first, Tuberculosis, which was a gift from white European civilization. The second was Syphilis, which was probably acquired by the early Spanish discoverers from the Carib Indians in the virulent form known to modern society, and from thence transferred to communities throughout the

old and the new world. The science of immunology is too recent to give us more than speculative opinions with regard to the presence or absence of special immunities, or susceptibilities, on the part of these African forbears of ours; but if we can take the common sense testimony of probability, and the experience furnished by such American Negroes as have re-exposed themselves to conditions of infection in Africa, we are perhaps justified in believing that the adjustment of the Negro the American scene has been total. If America and Europe gave to Africa Syphilis Tuberculosis, that dark Continent gained a Satanic revenge in the introduction of various parasitic fevers to this country. The recent deaths of Mr. Sibley, a white man whose memory we all revere and honor for his devoted services to Negro education, and our own Minister Francis, of yellow fever in Liberia, coming as they do almost simultaneously, are tragic reminders that the American Negro enjoys no special immunity to the diseases of his ancient mother, and that centuries of residence in America have largely made his susceptibility to various diseases no different from that of his white neighbor.

I do not wish to say that there may not be certain anatomical differences of structure which may be related to the greater incidence of certain diseases for the two racial groups. Dr. Raymond Pearl of John Hopkins University has recently prepared a study which seems to point in this direction. But I do want to emphasize the fact that differences in disease rate and mortality figures should not be dismissed with the casual explanation of a factor entirely racial, as has been the careless method of the past.

To return to our discussion of the first Era of Adjustment—that to the new Slave Economy. The method by which Negroes were transported to this country was a cruel but doubtless beneficent speeding up of the forces of natural selection. The middle passage put a premium on survival values. Ruthlessly the weak, the sickly, the faint-hearted were deeded out by a terrific epidemic rate, starvation rations fed out cautiously by the Yankee shipmasters, and brutal and inhuman treatment from the ships-crew. The men who operated this business were calloused and accustomed to sights of distress and abuse. In Blake's *History of the Slave Trade*, there occurs the following description: "In stowing the slaves, they made most of the room and wedged them in. They had not so much room as a man in his coffin. The steerage and boy's rooms were insufficient to receive the sick; they were therefore obliged to place together those that were and

(Continued on page 24)



# ECONOMIC ASPECT OF TUBERCULOSIS AMONG NEGROES IN 14 SOUTHERN STATES

MR. S. L. SMITH, *Rosenwald Foundation, Nashville, Tenn.*

Read in Department of Health Education, National Association of Teachers in Colored Schools,

In this brief study of the Economic Aspects of Tuberculosis a careful attempt has been made to show estimates of economic losses in these southern states, based on well established rules for computing such estimates among the whites and the total population but which seem to have been applied rarely to the economic loss among Negroes made by experts in this field. It is necessary to use the findings of these experts to arrive at fair estimates for the Negroes. Since these studies were made about 1908, when wages were low, it seems that they would not be too high for the Negroes at the present time.

Table 1 shows by states the death rates of the total, whites, whites and Negroes from 1915 (in some states) up to 1924 for 10 states, and Table 1-A shows the death rate for the total, white and colored for 1925, 1926 and 1927 in 9 states. A glance across these tables presents a hopeful picture. The Negro death rate from tuberculosis declined on an average of about 3 per cent a year. Still the rate is more than 2½ times that of the whites in every one of these states, the decline in the colored rate lagging a little behind that of the whites.

Dr. Louis I. Bublin, statistician of the Metropolitan Life Insurance Company, says that tuberculosis among Negro policyholders has reached the same position as it had among whites about thirty years ago. He speaks with authority on this matter as his company has more than 12 million Negro policyholders, or about one-fifth of the total Negro population of the nation. He states that, although the rate has declined considerably, still the death rate among Negro children in 1915 from tuberculosis was almost 6 times that of white children of the same age, and that probably 1 Negro out of every 6 dies of tuberculosis. As tuberculosis was practically unknown in the native country of these Negroes when they were brought over to America, it would seem that this high death rate is due to environmental causes rather than to heredity and can be reduced as low as that of any other group under the same economic and sanitary conditions.

Professor Glover formulates two rules from his study as follows: (1) to determine the annual loss from tuberculosis in dollars, divide the population by 2, and (2) to determine the total loss in dollars, multiply the population by 10. He claims that these rules may be relied on as a minimum for any community whose tuberculosis death rate is in excess of 140 per 100,000. This most certainly would apply to every southern state in so far as the Negroes are concerned. Professor Fisher concluded from his study that \$8,000 is a fair estimate of the economic loss resulting from each tuberculosis death. He

found that the period of active tuberculosis is 5 to 6 years. No doubt the wage earning power of Negroes now is as great as that of the whites was at the time Dr. Fisher made his study, probably greater, because he based his study largely on the wage earning group.

Using Professor Glover's rule, Table 3 shows the annual loss, based on the 8,685,585 Negro population in 14 southern states (1920 census) to be \$4,342,792 and the total loss \$86,855,850; while the application of Professor Fisher's rule of \$8,000 for each tuberculosis death, shown also in Table 3, gives the economic loss of the 13,323 deaths in 11 states for 1925, at approximately \$106,584,000, and for the 14,049 deaths in 1927 in 12 states, at \$112,392,000.

By way of comparison, I have included in Table 3 the total value of all Negro public school property in these 14 states—a little more than \$55,000,000—which is just one-half as much as the total economic loss from the 14,049 deaths of 1927. The capitalized loss from the tuberculosis deaths as shown in 1927, if this annual loss continues indefinitely, would represent a capitalized deduction from the annual resources in the South of approximately \$2,500,000,000, or practically as much as was spent on all public, elementary, high schools, universities, and teachers colleges in the United States for the year 1925-26 (\$2,744,979,698), and more than 50 per cent of the total value of all public school property in the United States in 1926.

Table 2 shows by states the death of Negroes from all causes in 1925 and the deaths from tuberculosis in 1925 and 1927. The total deaths from tuberculosis in 1925 and 1927. The total deaths from tuberculosis in 1925 was 13,323 (11 states) and in 1927 14,049 (12 states). It has been estimated that the morbidity from tuberculosis is about equal to 9 times the mortality. If this be true the total number sick from tuberculosis in 12 southern states in 1927 was equal to 126,441, or about the same as the total number of Negro deaths from all causes in these states for that year. There was a decline in the number of deaths from 1925 to 1927 in every state represented except Florida and Kentucky.

Since the germs of tuberculosis are dreadfully shy of intelligence, sanitation, the physician, the nurse, the hospital, and the full dinner pail, and are comfortably at home with ignorance and superstition, dark corners, insanitary homes and communities, poverty and neglect, would it not be business-like economy, to double, treble, or even quadruple the amount spent on education, sanitation and public health service, and thereby save millions of dollars

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# NATIONAL CONFERENCE ON COLORED WORK, CHICAGO, ILL.—OCT. 18-20, 1929

FRANK T. WILSON

Those who have been close students of the department of the Y. M. C. A. movement in America are prepared to admit that the Association is an increasingly central factor in the social and recreational life of the men and boys of this country. This is particularly true when one takes time to review the programs and activities of the Associations as they operate among Negro men and boys. It has been frequently remarked that the Association for the Negro group furnishes the same opportunities for social concourse and recreational and religious comradeship which are furnished by a dozen or more other organizations in the white group. It has been remarked that the Association for our group is at one and the same time its Rotary Club, Kiwanis Club, Lions Club, its first-rate gymnasium, and the only organization which purports to be an agency for religious education bringing our people together on a purely interdenominational basis.

A movement of this kind which must keep its program and its activities in line with the most advanced educational methods finds it necessary to pause at periodic intervals to examine itself and determine whether it is meeting the most urgent needs of the community which it purposes to serve. It was with this end in view that the Twenty-first Quadrennial Conference on Colored Work was held at Chicago, Ill.

In the opening address of the Conference, Dr. C. H. Tobias, the Senior Secretary of the Colored Work Department, made some very illuminating observations under the headings of: "Advances" and "Problems." Under the "Advances" he listed:

First, an increase in the number of Negro laymen who are serving as our representatives on the National Council of the Y. M. C. A.

Second, increasing opportunities for men of the colored group to represent the Association in conferences and special meetings outside of the United States. Some meetings attended by Negro men have been:—The Conference of the World's Committee on Boys' Work in Helsingfors, Finland; the World's Committee Meeting at Geneva, Switzerland; the World's Student Christian Federation meetings in Japan, China, Europe and India; and the Jerusalem Conference of the International Missionary Council.

Third, a growth in the number of new Associations. This has been true both in cities where Rosenwald buildings have developed, as well as in smaller communities where a non-equipment program has been projected.

Fourth, an increase in the number of older boys' conferences, and the development of hundreds of Hi-Y Clubs.

Fifth, the recent return of Max Yergan to America bringing to the Brotherhood his burning message from the heart of his work in South Africa.

Among the "Problems" listed were:

First, a consideration of the future status of Association work in Negro schools and colleges, with a view to determine whether it should be continued as a part of the services of the Colored Work Department or whether it shall be integrated with the work of the Student Division.

Second, a thorough examination of the inter-racial status of the Association work in America.

Third, the problem of improving the services from the State and National staffs to the local Associations.

Fourth, as rapidly as possible to begin a process of occupying unoccupied fields.

Fifth, providing increased means for supporting and enlarging the work of Yergan in South Africa.

The Conference sessions were built up along the line of discussion groups. Four groups were formed taking as their subjects of discussion: The Foreign Work; Occupying the Unoccupied Field; Service to Local Associations by State and National Agencies; and the Quality of Local Association Programs.

For those who may be interested in the thinking of the entire conference group in these respective fields, it may be well to review briefly the findings from each of these groups:

## Foreign Work

The group reporting on discussions of this very pressing problem made two specific proposals:

One that the Conference assembled petition the National Council of the Y. M. C. A. to begin at once with plans for the expansion of the work of Yergan. This would involve stabilizing his present current budget and then providing an additional budget for another man on his staff. As Yergan expressed it, this man should be a person with positive sociological qualifications and with special training in boys' work.

The other action taken by the group was the resolution that the Conference assembled assume responsibility for subscribing and raising the additional \$12,000 needed for completing the Building Fund looking toward the establishment of a national headquarters and training center for the South African work.



Both of these recommendations were passed favorably by the Conference, and for the carrying out of the second resolution a special committee was appointed with Dr. Emmett J. Scott as Chairman.

### Occupying the Unoccupied Field

This subject alone could have claimed the full time of the entire Conference period. It is a pressing question in many cities where facilities are not now being provided for service to colored men and boys; in smaller cities and towns where there is not at present the ability to construct buildings of the Rosenwald type; and in the very small towns and rural communities where the work obviously must be projected along a community service type of activity. It was the consensus of the group that studied this question that in all of the centers where the Association program is carried forward in any way, that the Central Associations should be awakened to a sense of their responsibility for the total man and boy life of their communities. This means that if there are too few Negro inhabitants to warrant the establishment of a branch Association, then members of the Central staff should be responsible for making the services of the Central Association available in some way to the Negro group. Positive action was taken in the recommendation that there be established a special fund which would be used entirely for the extension of the work of the Y. M. C. A. among the colored group in America.

### Service to Local Associations by State and National Agencies

Among the progressive suggestions made by the group studying Service to Local Associations were the following:

First, that National secretaries aid in effecting more cooperation between the Y. W. C. A. and Y. M. C. A. in their services to small communities which are unable to support two organizations.

Second, that the staff equip itself to render more scientific service to local Associations, such service as would be involved in community surveys and studies, and providing educational materials for program building.

Third, that Negro secretaries be added to the present staff of the National Council and State Committee.

Fourth, that special attention be given to the necessity for recruiting some of the best men from our colleges for the Association secretaryship, and that due regard be given to the matter of stabilizing the salaries and revising work hours of the secretaries so that the Association secretaryship may become a more attractive profession.

### Program of Local Associations

Much could be said under this particular heading, because the whole vitality of the Y. M.

C. A. movement is dependent upon the scope and quality of the programs of the nearly two hundred and fifty local Associations. It must be remembered that there are at present seventy-six City Associations, and one hundred and forty Student Associations. Each of these builds its own program in accordance with the revealed needs of the community in which it is located. One will readily see that there will be a great variety in the type of program, yet, essentially whether in a large city or in a small Student Association the objective of the Association program will be usually the same. It was suggested by the persons who studied this question and made recommendations, that each local unit should work vigorously to study with great care the actual situation of its local community and to build its program entirely on the basis of the attempt to meet scientifically revealed needs.

Secondly, it was suggested that present methods of executing local programs could be greatly improved, that instead of exhausting the spiritual and mental energy of a paid secretarial staff that there be a more general use of the Committee of Management and the lay leadership in executing the program of the Association.

The need for improving the quality of membership was stressed. There is one philosophy of organization which believes that the membership of an individual in an Association is nothing more than the purchase of a certain number of privileges. Over against this idea is the growing opinion that membership becomes purposeful and meaningful in proportion as men and boys are related to various phases of the Association program on the basis of their avowed interests and their specific needs. Consequently, when a membership fee is paid it is virtually saying that an individual expresses his feeling of personal need and his desire to be one of a group of individuals who will meet for the purpose of building into their lives those elements of Christian character which guarantee the kind of a world in which men will live together in mutual respect and co-operation.

As a help to secretaries who are undertaking the chief responsibility for directing the programs and activities of the Association, it was suggested that a much greater and more diverse amount of reading material be used in equipping them for administering the Association work in line with sound educational methods.

Aside from these discussion groups, one was especially impressed with the more central and penetrating expressions of religious devotion that came out from the periods of worship each morning and afternoon. The Conference Committee was extremely

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# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Published This Year November, December, January, February, March, April, May, June, July.

Office of Publication: State Department of Education, Capitol Building, Charlston, W. Va.

Application for entry as second-class matter is pending.

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**THE MISSISSIPPI JOURNAL** has published its fifth issue this year. It is interesting to note that this journal appears with regularity eight times a year. Last year when the Journal made its final appearance for that year it was entirely free from debt. The Mississippi teachers give excellent support to its publication.

**THE BROADCASTER**, official journal of the State Teachers Association is in its second year and has had three issues this year. This publication is housed at the State College, Nashville, Tenn. G. W. Gore, Jr., Dean of the College is editor.

**THE NORTH CAROLINA TEACHERS' RECORD** has recently made its initial appearance. There will be four issues this year. The editor of this magazine is also a full time executive secretary of the Association. Mr. L. S. Cozart of Raleigh began his work as Executive Secretary on November 1st. His duties include with the editorship of the journal the building up the membership of the State Association and to offer something tangible and constructive to all of the teachers of the state.

**THE TOUGALOO NEWS**, Tougaloo, Miss.; The Rural Plea, Prentiss, Mississippi; The Brick Bugle, Bricks, N. C.; The Alabama State, Montgomery, Alabama; The Weekly News, a freshman publication from Tallahassee, Florida, and The Voice of Lafon, New Orleans, La., are the school papers which have recently been sent to The Bulletin. From the Weekly News we are reprinting two articles contributed by two of the college teachers. The Aims of the National Teachers Association and

Why the A. and M. College Staff should Join the Florida Teachers Association.

**Voice of Lafon**, the most unique of all the school papers, is mimeographed and illustrated most appropriately. It is the work of the students from the first to the seventh grades under the close supervision of the Supervisor and teachers. We have culled from this publication a short article from one of its teachers, an account of a play reported by a 7B-6 pupil and a report of some of the work that is being done in the Art Department by a student of 7B-5. This project is well worth mentioning to the teachers through the pages of the Bulletin.

**BOOKER T. WASHINGTON'S** Contribution To Education by Helen A. Whiting has recently been released from press by the Kluttz Mail Advertising Service, Charlotte, N. C. The purpose of this study is to formulate, organize and give examples of the educational philosophy of Booker T. Washington, the founder of Tuskegee Institute. Mrs. Whiting was an instructor for twenty years at Tuskegee Institute and is now Supervisor of the Negro Schools of Charlotte, N. C. A permanent exhibit of the class room work of the Charlotte teachers under Mrs. Whiting's supervision is displayed in Germany under the auspices of Columbia University.

**THE AMERICAN ASSOCIATION** for Adult Education has issued its second Journal of Adult Education. Teachers who are interested in Adult Education should certainly read the January number of this magazine. The Electric Fire of Thought, by Charles Austin Beard; The Training of Leaders, by Jesse Allen Charters; the Origin of Parental Education, by Dorothy Canfield Fisher, and The New Arts and Education, by Philip Newell Yontz, is to be especially commended to all teachers who are interested in Adult Education.

I wish to call your attention to an omission which is my fault more than yours, probably. The paper which you published in the December Bulletin was almost entirely, derived from the research material gleaned laboriously and with painstaking care by Mr. Charles S. Johnson of Fisk University, and while it was used for the Jackson presentation with his permission, I believe it was improper of me to publish it without his further permission. While Mr. Johnson is far too magnanimous to suggest any such course, I think it only the right thing that the credit for his work be acknowledged, and I wish to ask you to do so through the columns of the Bulletin, either through publishing this letter or as you may see fit.

HORACE M. BOND.



The Executive Secretary has prepared a quota of members in the National Association of Teachers in Colored Schools for each State, based largely upon the number of persons engaged in teaching in Negro Schools in the several States. The officers and friends of the Association are urged to co-operate with the Executive Secretary's office by helping to form an organization that will bend every effort towards securing the quota assigned to their State. It is very important that each State make a good showing in membership since the new Constitution bases representation in the Delegate Assembly on the number of members that a State has in membership in the National Association of Teachers in Colored Schools. Already several states are vieing with one another in an effort to secure the assigned quota. At the time of going to press, West Virginia is leading the states in the number of members to join the National Association since August 1st. The quota assigned her is 500 members. She has secured 370. Below is given the quotas assigned to the several states:

Alabama .....	730
Arkansas .....	500
Delaware .....	100
District of Columbia.....	150
Florida .....	500
Georgia .....	1000
Kentucky .....	350
Louisiana .....	500
Maryland .....	270
Mississippi .....	890
Missouri .....	220
North Carolina.....	900
Oklahoma .....	700
South Carolina.....	700
Tennessee .....	500
Texas .....	1000
Virginia .....	1200
West Virginia.....	500
Pennsylvania .....	100
New Jersey.....	100
Ohio .....	100
Indiana .....	50



L. S. Cozart, Eecutive Secretary, N. C. Teachers Association



# THE VALUES GAINED FROM HOME ECONOMICS CLUBS

By MRS. ALIDA BANKS

*Home Economics Teacher, Elkhorn, West Virginia*

The relative value of any organization is determined by its needs. Clow, in his *Educational Sociology* quotes the statement, "Children differ so radically in desires, capacities, interests, and needs that what is an excellent opportunity for one is no opportunity at all for another."

There are two distinct aspects to club work, other than its vocational aspects. It is sociological. It is psychological. It struggles with the individual. The child is a social being and one of its greatest needs is congenial association. The child, like other humans, is gregarious. This gregariousness is a necessity of life and for life. The club might help meet this need very satisfyingly. Child life is brim-full of action. School children almost run wild with it! Sometimes the child's activity gets its stimulus from within, and sometimes from without. Psychologists tell us that when action is due to stimulus from without, or environment, the brain cells rise to high activity in response to that stimulus. If no stimulus comes from the environment, restlessness usually sets in. The child goes out, as it were, to find a stimulus—and—he usually does succeed in finding some form of entertainment. This urgent need can be very profitably met by directed club activity.

The various and varied methods, of teaching are all pointing toward reaching the child thru the club idea: the project method, the contract method, the problem, the socialized recitation, the group idea according to age and intelligence quotient bear witness to the fact that there must be something in the club idea that helps boys and girls. Professor Cox stresses "creative control" in dealing with children which is one product of club work. Pedagogues are ceasing to try to teach individuals, but are teaching the group according to its needs. Association and cooperation are not only a need but a demand for clubs.

What might be the aim of club work?

First—The club, should seek to satisfy the need of the instinctive characteristics of children.

Second—They should set up purposeful activity.

In writing on the "project method" Kilpatrick recognizes four types. Two of which we shall quote here because they strongly influence the club atmosphere.

1st. The consumer's type—where the purpose is to enjoy or appropriate some experience, as listening to a story, hearing a symphony, or appreciating a picture. Here the idea blends with the satisfying of the instinctive characteristics of children.

2nd. The producer's type—where the purpose is to embody some idea or plan in external form: as building a boat or presenting a play. It is through

this type that clubs might set up purposeful activity in developing the child's skills.

Clubs may develop positive rather than negative standards: the doing of actual good works, rather than merely keeping from wrong works. Thorndike says, "It is what the school gets boys and girls to do, not what it keeps them from doing, that counts most for initiative and high moral standards."

Club work makes for high mental development. The German proverb, "One man is no man"—is true as far as mental development is concerned. Man becomes properly man only in connection with his fellows. He is not at his best until he is able to think all that he does, and to follow his actions with a seeing understanding. There is nothing in existence that man does not try to master. The urge to know, see, to reach out, to touch, to feel, which in children we sometimes call "curiosity," can well be satisfied in the club activity. Research clubs, exploration clubs, Bird and Flower clubs, Health clubs, Art clubs, Food and Clothing clubs, Program clubs and numberless others will more or less serve the various needs of the pupils in mastering the urge to know.

Club work develops leadership—and makes for co-operative followers. The assertion of personality which is the bed-rock of the individual in distinction from and recognition of personal valuation are as much incidents of human satisfaction as supply of the bodily demands and air. The child who has initiative stands out in pleasing relief, and soon becomes the leader of his group. The child not quite so fortunate has an opportunity to develop what little he has and is encouraged by the efforts of the group to be a good follower.

Clubs provide an opportunity to develop the reading habit. Bulletins, books, magazines and newspapers more or less provide authentic information on the subject of interest to the club members. To be a good reader is an education within itself. It furnishes food for thought, stimulates interest and initiative, broadens his news, and the child becomes acquainted not only with his phase of club work, but he learns many other things of value. The reading habit makes for "concomitant" learning in club work.

Club work makes for fine social attitude. Recalling the fact that "man is a social being," what child or individual is not delighted to be among congenial friends? Congenial association must have a part in every life. To the child it is of vital breath. There must be companionship—the give and take in little chats, smiles, laughter, play and all the spontaneous things that come between friends. Clubs

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# SOME PROBLEMS OF THE TEACHER OF HIGH SCHOOL ENGLISH

OCTAVIA BEATRICE WYNBUSH,

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There was a time not so long ago when the study of English was pursued for ornamental purposes, and when the teacher of English was considered a more or less ornamental addition to a faculty. During this period, the belief that no special preparation was necessary for teaching the mother tongue was prevalent, men and women who were of too poor scholastic attainment to enter any other field felt qualified to act as instructors in the gentle art of using the English language. In this not-far-distant past the persons who concerned themselves with studying the written and spoken work were planning to become orators, lawyers, clergymen, or members of some other profession which gave them the opportunity to frame high-sounding phrases, and to obscure their thoughts in pyrotechnical language displays which left the uninitiated gasping.

In comparatively recent times there has come a change in this attitude toward English and toward the instructors in the subject. The teacher of English is today one of the most important members of any faculty. His importance grows out of the awakening of the people to the fact that the language is neither a luxury nor an ornament, but a very useful and necessary commodity for daily living. They see that a speaking acquaintance with their own language is imperative; they feel, and feel keenly, the need of expressing themselves intelligently, briely and pointedly in all phases of society.

This present attitude of the people has its root in more than one cause. The nature of the age in which we live is practical. The cry of the times is that everything must be useful. There is no room for mere ornament in this hurrying, bustling, present-day world. It is imperative that every one should know what he wants, and, know how to make his wants known. Then, too, standards have changed. Along with the changes in living and in thinking, has come a change in the standard of culture. A new meaning has attached itself to that word. The man or the woman who wishes to be considered cultured, must possess refinement of speech as well as of conduct. Money, clothes, appearance in general, no longer cover or atone for careless, slovenly, slangy or broken speech.

This linking culture and refinement with the ability to speak with some degree of correctness has led to startling discoveries as well as to difficult problems. It led first, to the disclosure of the fact that the average American high school student is woefully deficient in his knowledge of the fundamental principles of his language; it led, in the second place, to a realization of the language-poverty

of the average student. Ignorance of the fundamentals is at the bottom of most of the failures in the first year of the high school English course.

The limited vocabularies of most young students prove to be serious handicaps. Their power of self-expression is, in most instances, inadequate; their speech habits are untidy. It often happens that students are content with their limitations and their slovenly speech. When they are overcome with the magnificence, or the wonder of anything from the style of a dress or a suit to the glory of a sunset, they take refuge in such expressions as "cute," "swell," "awfully stunning," or they seize the latest slang expression.

Speech limitation and slovenliness present their attendant problems which may be roughly classed under two heads as the problem of classroom instruction and that of outside influence.

In the class-room the instructor must act as a physician to sufferers who in some cases do not know that they are ill, or who in other instances do not care if they are ailing. In handling situations that arise from the inability of the student to carry the work of the class to which he has been promoted, such promotion being due to the fact that his preceding teacher either suffered from a too-kind heart, or suffered from the same ailment as his pupil, plain ignorance of the language, the high school teacher finds himself confronted with the task of carrying on the required work of the course in addition to the task of strengthening a very weak foundation. He may find it necessary to make a desperate effort to build an entirely new foundation. Where the percentage of students whose foundation work is poor is not great, the situation may be dealt with readily. On the other hand, where this type of student is great, solution to the problem is not readily found.

Outside the class-room the difficulty increases. There is no member of a faculty whose efforts and whose class-room instruction work are assailed and assaulted to the same extent as are the efforts and the class-room instruction of the teacher of English. The professor of chemistry needs not fear that, having taught his class the composition of water, some outsider will tear down his teaching. The professor of history needs have no apprehension that some one will refute his statement that 1066 was a momentous date in English history. Alas for the teacher of English! In his field he fights against the home, the street, the speech habits of the group to which his pupil belongs. In fact, the entire social life of the student is formidably arrayed against this instructor. Waging such an un-

equal struggle, the most valiant of teachers loses heart at times.

There is a class of students who form a habit which is pernicious in so far as establishing a feeling for correct speech and acquiring ease and fluency in conversation are concerned. This group of students may be regarded as using the knowledge gained through class-room instruction in a manner analogous to that in which some people use certain apparel. They keep their information in dark closets where it is safely packed away in moth balls. When suitable occasions arise, these young men and women go to their dark closets of information, grope about in the gloom, and finally bring to light the word or the expression that fits their immediate need. However, they feel and appear awkward and ill-at-ease in their dress-up language, because it is not the language to which they have accustomed themselves.

This attitude of the student arises from various conditions, among which may be mentioned the failure on the part of the grammar school teacher to cultivate in the pupil a language sense. Then again students from rural districts are sometimes handicapped by poorly prepared teachers, by inadequate teaching facilities, short school sessions which in some districts range from three to seven months of the year. Over-crowded class-rooms in which one teacher conducts the work of several grades make any appreciable amount of drill in the correct use of English next to impossible. Without constant drill there can be little progress in fixing proper speech habits.

As in the case of every problem, many solutions have been suggested by those people qualified to suggest. In the class-room remedial work may be given along with the regular work of the course. For such work maintenance-of-skill books, grammar digests and practical composition are being tried. Some teachers present these helps to their classes one period a week; others, when the need arises. The instructor must guard against letting his zeal for remedying defects cause him to neglect the required work of the course. Where there is not much dissimilarity in the foundations of the pupils, this method of supplementing the regular course with grammar digests, composition and skills books works well. On the other hand, where students whose foundation work is excellent are grouped with students whose foundation work is very poor, this method has its draw-backs. The interest of the class is divided. Those pupils who do not need the drill are bored by the (for them), unnecessary review.

It is a puzzling situation, this carrying on required work which presupposes a foundation, and laying the foundation at the same time. After having tried many solutions, some schools whose teaching staffs are large enough to handle the situation find that sub-freshman classes in English are great helps.

Although one may suggest solutions for the class-

## College Groups Interested in Race Relations

### Courses Conducted in Hundred Institutions—Students by Thousands Reach From Platform

An encouraging phase of the interracial situation in the South, according to the Commission on Interracial Cooperation, is the interest which the colleges are manifesting in the subject on the part of both professor and students.

Courses on race relations, either by that name or in connection with the work in the social sciences, are given in a hundred colleges, and a large number of students are reached in this way. Speakers on race relations go every year into many of the schools, sometimes addressing as many as 10,000 students in a single year. Volunteer study courses and discussion groups in race relations are being conducted by the student Christian associations.

A number of interracial forums are carried on, in which students of the two groups meet from time to time for mutual understanding. In Atlanta such a forum has been conducted for a number of years and enlists students from Emory and Atlanta universities, Georgia Tech., Morehouse, Spelman and Agnes Scott Colleges, and frequently visitors from other institutions. The membership of this forum is about fifty and in the course of the year double that number are brought in touch with it.

Literature on race relations is being widely distributed among college young people and a large number of excellent papers are submitted annually by students, in competition for the college prizes offered by the Commission for the best papers on "Justice in Race Relations."

Press Service, Commission on Interracial Cooperation, R. B. ELEAZER, Educational Director.

room problem, there is no cure-all for the conditions which surround the student every hour of the day. His teacher cannot walk beside him in the home, on the street, or on the campus. His instructor cannot accompany him to other class-rooms where he is often at the mercy of teachers who are as careless of speech as is the student. Therefore, the instructor will have to content himself with aiming, not to produce finished orators, novelists, poets, but to produce Americans who can handle their own language with familiarity, speak with a fair degree of accuracy, and interpret the thoughts of the race as expressed in prose and poetry. In producing this type of American, the instructor will discover any latent genius.

It is the general misinterpretation of the aim of an English course which brings unjust fault-finding on the teachers of the subject. The fault-finder, not the critic—for the critic is one who thoroughly un-

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## Why the Florida A. & M. College Staff Should Join the State Teachers Association

By A. L. KIDD

"More of the efforts of the State's representatives should be devoted towards the improvement of the work of the Negro schools. Abundant opportunity awaits such efforts in the way of intelligently conducted teachers' meetings, calculated to improve the institution in the schools."

"The Florida Agricultural and Mechanical College is the one bright spot in the picture of the Negro schools of the state. It is manned by a competent and devoted staff of workers and in it rests the hope of Negro education."

I have read these extracts from the report of the Educational Survey Commission and Survey Staff to the Legislature of the State of Florida (1929) because they form the basis from which I have extracted the reasons "Why the staff of the Florida A. & M. College should be members of the Florida State Teachers' Association."

In the first place, we must live up to and beyond the commendations of the Survey Commission in order to make ourselves more useful to the state and this can only be achieved by participation in all the activities of the state which are of an educational nature and certainly the State Teachers' Association is one of the most important features with which we can become connected.

Besides making ourselves useful it is the desire of the administration that the activities of the school be extended and not confined to the school and the individual resident or in attendance here. The extension and correspondence work gives ample proof to this but such activities are from the school as a whole whereas to extend the school through the individuals engaged by it would necessarily mean membership in state teacher associations.

Any state school is expected to turn out leaders in education. The supposedly better preparation of our teachers alone should be sufficient reason for our assuming the role of leadership in any movement having as its ultimate aim the improvement of teachers.

The professional growth of any person or group can only be insured through our contact with the leaders of education and by our utilizing our ability when called upon to do so. Don't fail to accept a place on the state program if you are requested.

Teachers' meetings afford an active center for the diffusion and collection of information and we will all lose something if we do not participate in the same.

## The Art Department

Editor's Note:—These "gems" have been taken from the Voice of Lafon.

Here we are again and very glad to have a chance to say something of the work we have been doing in our department. The first week of this school term each child was given a piece of clay to use as he wished in modeling some object. A few suggestions were offered by our drawing teacher, but we were permitted to use the clays as we wished. Quite a deal of interest was manifested, and the outcome was a good collection of fruits, vegetables, vases, and quite a few Indian figures that were most satisfactory to say the least. Our teacher encouraged us to bring to school suitable objects for modeling exercises. Our interest was greatly intensified by the use of any subjects associated with our everyday life.

Our class was studying transportation and this furnished very interesting subjects for modeling: Joseph Jones, Oresser Brady, and others completed pieces of work in relief that created quite a deal of interest in the meeting of colored teachers who met Miss Barrow, the drawing supervisor at McDonough No. 8 on Monday, December 7th.

Some of these models of clay were favorably mentioned in one of our city papers along with the work of other Art Departments in the city office. Of course this means we are very glad and proud and we are hoping for greater things as time goes on.

We will tell more about our drawing lesson next time.

WILSON POCOU, *Reporter*,  
A. R. WILLIAMS, *Teacher*.

## "Correct Posture"

Posture is the way one carries the body in standing, walking, sitting, and lying.

Posture has much to do with the health, efficiency of any pupil. It has much to do with the success or failure of any individual.

Correct posture permits one to do a large amount of work without becoming tired. It enables one to think clearly and accurately; to act quickly, without becoming awkward. It gives one a pleasant appearance.

**Correct Standing Position:** To stand correctly one should stand straight without rising one toes—the head up, the chin in, the shoulders even, the chest out, the spine straight, the arms at the side, the abdomen in and knees straight.

An easy way to acquire this correct position is to stand with back to a wall, with head, hips, shoulders and heels four inches away.

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## Dobbin's Journey After Death in the Light of Science

By THOMAS W. TALLEY

(A Chemist's Story for Children)

Our old horse, Dobbin, after years of toil that men might rest, has breathed his last along with princes and potentates, and together with them gently blends his form with the dust to enter a Kingdom which proclaims them one in body. His journey, in that country whence none ever return, is not wrapped in such mystery that even the simplest mind may not understand.

When Dobbin dies, no costly attire nor funeral train is his. In the cities, he is treated to his first "Joy-ride" by automobile to some spacious building where by the action of dessicators, acids and other chemicals he finds his first stop, on his long and eventful journey, in large bags of fertilizer to be used in the growing of crops of food for men. It is in the Fertilizer Plant where Dobbin begins a transformation, to be completed in the fields, which gilds his journey after death with a fairy-like romance. And the final transformation of Dobbin and his subsequent journey is the same whether he rides by auto to the Fertilizer Plant in a city or falls into his eternal sleep in the country waste where the dissociation of his earthly house is left to Mother Nature.

Dobbin's transformation consists first in breaking down into the components of his body known as molecules and finally into smaller components known as atoms. It is when Dobbin reaches the atom stage of his journey that he amazes us with his magic transformations. But what is this atomic stage? It is easily understood by illustration. Let us imagine that a large palatial brick building stands before us. It now becomes old and is torn down. Some of its commoner bricks are hauled away and are used again for building brick walls or are used per chance to fill the ruts of the commoner roadways. Other of the finer bricks are used again in the construction of a newer and even finer brick palace. The bricks are the units of construction. Thus when a brick building is dismembered because of age its parts may again appear and re-appear in new and varied forms.

To those who are unacquainted with the scientific world we may call Dobbin's atoms the building bricks of which his body is composed. After he has reached the atom stage of his journey after death, some of his building bricks or atoms enter first into grains of white and gold where he disports himself among the Princes of the Vegetable World. Thence, by food conveyance, he becomes enthroned in the kingdom of other animals—even at times in the Kingdom of proud Man where he was once the galley slave!

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## May Day 1930 and the Parents

May Day—National Child Health Day 1930 Strikes a Deep and Vibrant Note

Each successive May Day has challenged us to think and act upon one particular thing vital to the health and well-being of childhood, from the correction of their remediable defects to the provision for every child of the right kind of recreation, in the right amount and the right place.

This year May Day addresses itself to the fathers and mothers of the United States. Upon them depends the success of all efforts to ensure a sound mind in a sound body to every child. Therefore, the National Child Health Day Committee of the State and Provincial Health Authorities of North America chose as the special keynote of 1930 "Parent Cooperation in Community Child Health and Protection." They know that the state's official health work will be effective for children in proportion to the intelligent cooperation of the parents of the little John's and Mary's and of their baby sisters or brothers.

Intelligent rather than blind cooperation is within the ability as well as the desire of fathers and mothers. They want to do everything in their power to have healthy, happy, successful children. The expectant young mother wants to know how to take care of herself so that she will bear a healthy baby. When the baby comes she wants to know how to keep him healthy and happy. Father, who is less intimately involved in these problems, is equally concerned and equally anxious to do his part.

In parental anxiety to protect the children, there is powerful emotion that impels action but that contains also a certain element of danger. To act on an emotion, whether of love or fear for the child, produces less good results than to act on emotion directed by intelligence.

The time has come when parents ask for something more than ever before. They ask to be drawn more actively into the program, to be better informed on the whole subject of child health, to know what each separate group, working in this field, is doing and how its work fits into the whole. They are ready for a new and clearer interpretation of the community's child health program and of their responsibility for it.

Divisions of Child Hygiene can help enormously to make possible intelligent parent cooperation. They can prepare material that explains what the state child health program is and how it will protect the child in his home. Schools, both directly through their contacts with parents and indirectly through Parent-Teacher Association study groups, can still further help parents to the understanding for which they are asking. Libraries can make a valuable contribution by getting together simple material which has been recommended by local physicians and

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# THE MISSISSIPPI TRIUMVIRATE

By ANSELM JOSEPH FINCH

There is a triumvirate in Mississippi, much unlike, however, that of Roman history which was composed of Caesar, Pompey, and Crassus, and having as its prime object—conquest through blood and death. Armies galore marched through cities that were bedecked with grandeur and glory, leaving them nothing more than the debris of destruction. Caesar with his ambition; Pompey as an erudite student in military science; and Crassus with his riches constituted power and ability. Their prominence was to be secured, nevertheless, not by raising the intelligence of the masses, but through the sacrificing of human blood before the mouth of a powerful cannon.

In no wise are these triumvirates analogous. The triumvirate of today is leading armies in Mississippi with the sole view to becoming not powerful—but useful. The Mississippi triumvirate is being engineered by three black men who are slowly but surely paving the way to victory through conquest of peace and harmony. No general has overcome obstacles more numerous nor devised schemes with more accuracy and devotion. No sort of patriotism has ever proved more beneficial to a civilized world than that which is being depicted so gloriously by these leaders.

Heading the Mississippi triumvirate are: Laurence C. Jones, principal and founder, Piney Woods Country Life School; Jonas E. Johnson, principal and founder, Prentiss Normal and Industrial Institute; and William H. Holtzclaw, principal and founder, Utica Normal and Industrial Institute. These sentinels of peace are not placing humanity into the dark trenches to be murdered, but are giving their lives unselfishly for a cause as divine and glorious as did the intrepid Caesar and the mighty Napoleon, by lifting human beings out of the ruts of life, into the sunshine of enlightenment and service.

There was no wealth to encourage the Mississippi triumvirate, its capital stock was duty to man and faith in God. Believing that many soldiers willing to fight in the battle against ignorance for the cause of knowledge and better understanding, would join unitedly in the effort "the die was cast." This triumvirate has succeeded in advancing humanity's army just a few steps closer to the goal. With no permanent income with which to maintain either school, Prentiss, Piney Woods, or Utica, it has wrought wonders in Mississippi in not only lifting the black man up, but in also enabling the white man to emancipate himself from the preconceived ideas relative to the Negro's capabilities and usefulness.

These three schools no doubt have done more to better racial conditions in Mississippi than any other agencies. All the schools in Mississippi are needed

badly and are doing effective work, yet, due to the different mode of obtaining support, their representatives have not faced the whites to any great extent, thus losing the opportunity of making a plea for the race.

Jones, Johnson, and Holtzclaw have at sundry times been severely criticized by many of their esteemed contemporaries, who felt that the race problem could be solved over-night; and insinuated that conservatism was detrimental to the progress of the race. Notwithstanding this, the triumvirate continued its triumphant march into deeper trenches and darker highways and today, Mississippi,—the better Mississippi—that welcomes talent and education is here as the result of their keen foresight and unerring vision. Lynching is on the decline in Mississippi and much sadness brought about by its presence was due to complete ignorance among members of both races.

## Piney Woods Country Life School

Twenty years ago Rankin County which is located in the central part of Mississippi could not boast of what it had done for Negro education, despite the fact that only twenty miles away stood Jackson, Campbell, and Tougaloo Colleges all situated in the county of Hinds.

A young man who was a graduate from the University of Iowa realizing the lives to be saved "down in Macedonia" forsook the comforts, luxuries and conveniences of a free state, to come to Mississippi where he viewed for the first time the county of Rankin and saw the great need of "casting down his bucket" in the interest of humanity. This young man Laurence Clifton Jones has several times been mentioned by the *Literary Digest* as the "young Booker T. Washington." The writer was born just a few miles across the woods from where is now located the Piney Woods Country Life School, and is most familiar with the struggles of this institution as well as its accomplishments. Moreover, he knows the blessing that it has been to the Negro race and to civilization.

From a humble beginning this school has steadily grown into usefulness and distinguished service with a plant consisting of brick buildings and over 1000 acres of land. Its faculty which constitute thirty-odd young men and young women represent both Northern and Southern Colleges. The Piney Woods School, no doubt has the best farm equipment of any Negro school in Mississippi. The dairy, piggery, and poultry divisions compare favorably with those of leading schools of the South.

The influence of the Piney Woods Country Life School has been keenly felt throughout Rankin County and adjacent counties to the extent that Piney Woods graduates have gone into the back-

ward communities and have succeeded in building schools and churches where twenty years ago education was unheard and unsung. Piney Woods's contribution to humanity will never be told in words, as we must remember that only through the sacrifice of human blood, could so great a blessing come to man.

#### Prentiss Normal and Industrial Institute

Seventy-five miles south of Jackson and forty-four miles northwest of Hattiesburg in an undeveloped territory is found the Prentiss Normal and Industrial Institute. This institution was founded by Jonas E. Johnson a graduate of Alcorn A. & M. College, assisted by his able wife, who was a graduate of Tuskegee. Mr. Johnson had a different view than Messrs. Jones and Holtzclaw in attempting to found a school which would be as near the whites as possible. The Prentiss Institute is in sight of the little village of Prentiss and the friendly relation existing between the school's officials and the white citizens of the town is to be unsurpassed anywhere in the South. Not only have Negroes been helped by its training, but whites also admit frankly that the school has given them an entirely new attitude toward the educated Negro. It has been carrying out the same lessons and spirit that the interracial commission has endeavored to plant throughout the South.

Piney Woods, Prentiss, and Utica, as is generally known, are independently controlled schools and are therefore kept going only in proportion as friends throughout the country respond to their appeals. The Prentiss Institute has probably received more aid from Mississippi friends than has either Utica or Piney Woods. Mr. Johnson has left no stone unturned in making friends with both races and accepting whatever assistance individuals felt disposed to give. It may be said with impunity that Mr. Johnson is no doubt the most influential Negro in Mississippi in educational circles among members of both races. This is probably due, however, to his infinite patience and remarkable interest he has entertained for the humble folk in the cabins the same as the aristocrats in the mansions. He is the most active in the educational and religious affairs in Mississippi. While Mr. Johnson and Mr. Holtzclaw have been in the North, West, and East soliciting funds, Principal Johnson has "kept the home fire burning" and has therefore been able to create favorable sentiment between the races. The Prentiss Normal and Industrial is more than a Mississippi institution, it is an influence to last throughout the ages.

Mr. J. S. Love, Superintendent, State Banking Department, said:

*"It is hard to realize the real good that the Prentiss Institute is accomplishing constantly among the colored people."*

Hon. W. H. Livingston, attorney for Jefferson Davis County, said in a Thanksgiving address:

*"I am thankful to God that I have been able to help the Prentiss Institute. I shall always give my time, talent, and finance in its behalf. I know the worth of this school to the community. Not one graduate of Prentiss has ever been before the courts of this county."*

Ex-Governor A. H. Longino of Mississippi, a most loyal friend to Prentiss, wrote:

*"It is my candid opinion that the institution has done and is doing successfully a much needed work for the colored people who are reached by its influence. It is further my opinion that any assistance rendered the school will be bestowed upon a worthy institution."*

The atmosphere of Prentiss is indeed phenomenal. No high school in the South can boast of a more cultured and refined aggregation of students. The students at Prentiss lead the Mississippi schools in working diligently for the interest of the school and community. Every Thanksgiving Day their rally is of unusual interest. They seldom secure less than \$500.00 and do so without the aid of teachers. The interesting feature is that the seniors who are to get little if any use of whatever the money is to be spent for lead the other classes into the field of service, which depicts their unselfish training and also their willingness to help others. It would be difficult indeed to find a more loyal group of young men and women. Realizing this fact, the trustees of schools throughout South Mississippi rush to Prentiss asking for teachers. Prentiss is one of the few schools from which no representative is sent during the summer months to solicit students, yet, the institution is always crowded.

#### The Utica Normal and Industrial Institute

The Utica Normal and Industrial Institute which was founded by Mr. and Mrs. William H. Holtzclaw, both of whom were graduates of Tuskegee, is located 35 miles southwest of Jackson, and was for many years considered the most outstanding industrial school for Negroes in Mississippi. No other school in this section has undergone the hardships to be compared with those overcome by Utica under the tenacious leadership of Mr. Holtzclaw. Twenty-seven years ago, Mr. Holtzclaw started the Utica Institute under an oak tree which now stands as the foundation of the school. Since that time through sheer ability he has purchased 1600 acres of fertile land which cost \$25,000. It is generally conceded that Utica owns the most fertile land of either Prentiss or Piney Woods. In the midst of 1600 acres Utica was built. With four fireproof buildings and several frame buildings the institution is thoroughly prepared to accommodate its student body. It is to be remembered that every building at Utica was totally destroyed by fire about four years ago. It was doing the rebuilding of the school that Mr. Holtzclaw exhibited his rare ability as a genius. Friends and trustees advised him to discontinue his



work at Utica and abandon the idea of attempting to rebuild. Mr. Holtzclaw's reply was: "Dr. Washington never taught me to give up when I was a student, and now that I am a man, I intend to stay on the firing line." Within a few weeks, Mr. Holtzclaw,—through working day and night—had secured on the rebuilding fund, something more than \$80,000. Several friends throughout the country then began to encourage him by sending in checks amounting to \$10,000 each.

Home Coming Day was celebrated at Utica on its 25th anniversary, upon which occasion Dr. Robert Russa Moton delivered the main address. It was only timely and fitting that Dr. Moton should be Mr. Holtzclaw's choice upon so great an affair in his heart, as Dr. Booker T. Washington, Mr. Holtzclaw's great teacher, never missed the opportunity of saying a word for Utica. Mr. Moton has proved none the less generous in encouraging the worthy efforts of Mr. Holtzclaw.

Messrs. Emmett Jay Scott and Lyman Beecher Stowe, authors of "Booker T. Washington, Builder of a Civilization," had the following to say of Mr. Holtzclaw and his work:

*"There is no school that has better emulated the best there is in Tuskegee Institute, and there is no graduate of Tuskegee that has followed more faithfully and effectively in Booker T. Washington's footsteps than Wm. H. Holtzclaw, the Principal and founder of the Utica Normal and Industrial Institute in Mississippi."*

The faculty of Utica probably excels that of most schools doing only high school work. Every teacher connected with the academic department at Utica is a graduate of an A-Class college, which is rarely found in ordinary high schools.

The name Utica has been heard in thousands of homes in America and abroad. The famous Jubilee Singers who are graduates of the Utica Institute—having worked their way through school—and who are now on their second tour around the world are rated among the best singers of their kind in America.

Officials state that the school is free of debt and has a valuation of \$200,000.00.

Mr. Holtzclaw has accomplished an outstanding feat, in that he brought his mother to Utica at the age of 80 and gave her an education in his school. This compensates for her hiding him in the woods until she could get him by the landlord's "big house" on his way to school.

The Mississippi triumvirate has succeeded in reaching out into the less fortunate homes and giving the young man and young woman—poor but worthy—an opportunity to get an education. Hundreds of young people are rendering glorious service to their country and their God, who would today be ignorant and helpless had it not been for the spirit of this triumvirate.

## Editorials and Letters from President Holmes

By printing two recent editorials and a letter from President Holmes commenting thereon, the Jackson Daily News gives welcome evidence of Southern public sentiment increasingly favorable to Negro education. And incidentally the position of Tougaloo College is thereby visibly strengthened. Mississippi wants Tougaloo, needs Tougaloo, appreciates that Tougaloo is rendering its State valuable educational service.

The main points brought out and implied in the editorials and letter are:

1. Mississippi's Colored population constitute one of the State's most valuable assets. They are not a liability. No so much a "problem" as a potential help in the solving of problems. Not a burden, but a source of strength in bearing the State's burdens.

2. They constitute an asset that may and ought to be developed, mainly through education. And in regard to this education Mississippi needs to take a new attitude, because its Negro public schools have never been and are not now adequately supported.

3. The development of this asset will benefit the State as a whole. Not for their own benefit merely should Colored people be trained into greater efficiency, but for everyone's benefit. The aim to be sought is that of the common good, participated in by both white and Colored. The whole State, the State as a whole, cannot but increase in wealth and power, and take its rightful place in the sisterhood of states, when its majority population are given adequate opportunity to gain intelligence and efficiency.

The first editorial was issued last summer, and reads in full as follows:

Oscar C. Bryant, a prosperous farmer of the Wiggins neighborhood, and valued subscriber of the Daily News, passes us this wise comment: "Mississippi has three economic assets,—cotton, timber, and Negroes. The timber will soon be gone. The cotton crop is not dependable. The Negro is always here and ready to work."

That's putting it just about as pointedly and truthfully as it is possible to describe Mississippi's economic situation.

The timber is almost gone—no doubt whatever about that. The cotton crop is not always dependable. Fortunately, we never score a complete crop failure. But the Negro is always with us, more or less ready and willing to work for small wages, and, regardless of what may be your views on the political and social phases of the race problem, common honesty must compel you to admit that the Negro is our most permanent and reliable economic asset. This being true, the lowly race is at least entitled to a square deal, at all times and under all circumstances.

Occasionally, at least, we ought to be honest with ourselves. Take the Negro out of Mississippi, and

the State would be bankrupt in less than a week. Therefore, the money expended in making our most permanent and reliable economic asset more reliable and efficient is by no means wasted. Under existing conditions the Negro asks us but little and expects even less. The little we give him is gratefully accepted, but we of the Anglo-Saxon race must admit that we have been niggardly, not to say miserly in what we give to the hewers of wood and drawers of water who make our own existence possible.

One may heartily approve of the advance in public sentiment which this editorial registers, without accepting its statements in toto. It seems to rank Negroes on a par with timber and cotton, mere things, products to be consumed: while of course they ought to be ranked as persons, producers and consumers. Cotton and timber have no rights, but Negroes have the rights of personality. Inappropriate, to say the least, are the terms "lowly race" and "hewers of wood and drawers of water," for there are an increasing number of Negroes who have gained competence and even distinction, as educators, physicians, lawyers, artists, men of property. Rather than "gratefully accepted," the "little that we give him" is often accepted by the Negro, perhaps with outward deference, but inwardly, if it be less than justice, with sense of smoldering resentment. Nor is the Negro an economic asset in proportion as he is "ready and willing to work for small wages": with larger wages he would be correspondingly greater economic asset, because he would be a more profitable customer, and a larger investor, and would be in a position to contribute more largely to the common good. To these points and perhaps some others, exception will have to be taken.

In spite of all which the attitude of this editorial is that of one who looks forward. "The Negro is our most permanent and reliable economic asset." . . . "Therefore the money expended in making our most permanent economic asset more reliable and efficient is by no means wasted,"—such an attitude inspires hope that Mississippi will soon do better for educating its Negro children than the pittance of some \$6.00 per child per year. It is altogether wholesome for a Mississippian to remind Mississippians, "We ought to be honest with ourselves" . . . "we of the Anglo-Saxon race must admit that we have been niggardly not to say miserly, in what we give" for Negro education. This honest confession is good for Mississippi's south, because it opens that soul toward the Scriptural conviction that "The liberal soul shall be made fat, and he that watereth shall be watered also himself." Sufficient money spent on good Negro schools is not only "not by any means wasted;" it would be an investment yielding large returns in the shape of State prosperity.

The second Daily News Editorial, issued in October, 1929, included the following sentences:

"The Negro schools in Mississippi have always been meagerly supported. The plain and brutal truth is that we have never given equal or adequate educational opportunity to the Negro children of our

State, and no person familiar with our educational system will dispute this statement. In recent years a decided improvement has been shown in our Negro schools, due largely to the liberal donations from the Rosenwald Foundation."

Seldom if ever have stronger words than these been spoken concerning the condition of Negro schools in the south. Had they been spoken by a Northerner they would certainly have caused offense, and might have been rejected as a gross overstatement; but spoken by a Southerner they reveal increasing Southern willingness to look deplorable facts square in the face, and to welcome help in meeting deplorable needs. Steadily does the sun rise higher and higher in the heavens of a new and brighter day in Negro education.

It was this second editorial that prompted Pres. Holmes to write the following letter, which was accepted for and printed in a Daily News of mid-November:

#### **Earnest Appeal for the Negroes—Dr. Holmes Points Out the Needs for Schooling**

Tougaloo, Miss., Nov. 16, 1929.

Editor Daily News:

Thoughtful citizens will agree heartily with the attitude taken by the Daily News toward Mississippi Colored people, in two recent editorials. "Its Colored people from one of the State's most valuable assets" declared (in substance) an editorial of last summer: "The State does not give to its Colored people adequate educational advantages," asserted ((in substance), an editorial of a few days ago. The full force of which assertions may be felt from the fact that in Mississippi Colored people are in the majority.

Combined, the two assertions point inevitably to the conclusion: That if Mississippi should give its colored people adequate educational advantages, it would inestimably increase the value of this majority as an asset to the State.

If this conclusion is not self-evident, the truth of it should appear from the following:

1. Adequate educational advantages would help hold the majority population in the State, discouraging emigration. Be it not forgotten that between 1910 and 1920 Mississippi's Colored population fell from more than a million to about 935,000. A people can be held in their State about in accordance with what it offers them. And in particular, parents live and labor most contentedly where their children are given adequate education.

2. Adequate educational advantages for the majority population, raising the level of intelligence and skill, in consequence would raise the level of production, hence would increase the State's total wealth. How can a State reach its rightful maximum in property values, if far too many among its majority population are left ignorant and of low economic efficiency? Only intelligence and training

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## NATIONAL CONFERENCE ON COLORED WORK

(Continued from page 9)

ly fortunate in securing the service of REV. R. H. BOWLING of Norfolk, Va., and DR. A. HERBERT GRAY of London, England. Rev. Bowling kept steadily before the conference group the ideal of conforming in spirit and practice to the mind and method of Jesus as we attempt, through an organization, to improve and elevate the quality of human life. Again and again, he reminded us that as other organizations, so the Y. M. C. A. must continue to keep before it the genius of its beginning and its historical purpose if it is to justify its existence in this day of multitudinous organizations. Dr. Gray brought a quiet message of personal dedication to the task of building in our modern world of economic expediency something that will approximate a community of believers in the power of God as revealed in the fully integrated personality of Christ. He directed our attention to the need for "going on by stopping" which meant that in our busy world, there is great necessity for moments of quiet and introspection, and an urgent demand for renewing our contact with the spiritual sources of power and insight which come only to those who take time to lose themselves in the silence. He gave encouragement when he said that it is often true that our only victories come in the sheer determination to hold on in spite of difficulties and discouragements.

A complete record of the Conference could not be given without some mention of the personalities who brought stimulating messages at several public sessions.

MR. E. R. EMBREE, President of the Rosenwald Fund, spoke on behalf of MR. JULIUS ROSENWALD. In his message he gave words of reassurance with regard to the continuing interest of the Rosenwald Fund in the educational and moral development of the Negro group.

CONGRESSMAN OSCAR DEPRIEST spoke words of welcome on behalf of the city of Chicago and challenged Association secretaries and committeemen to cooperate with him in creating a more wide-spread understanding of the Declaration of Independence and the Constitution of the United States. He expressed a hope that in practice as in theory the Young Men's Christian Association may more rapidly become an organization which expresses consistently the ideal of brotherhood without discrimination.

MR. FLETCHER BROCKMAN, former secretary of the Foreign Division of the National Council, spoke with warm words regarding the powerful personality of Max Yergan and the extent to which his wisdom and spirituality have been responsible for the development of Association work in Africa.

MRS. SUSIE WISEMAN YERGAN brought a penetrating message revealing some of the struggles through which she and her husband have gone in their effort to build into the life of South African youth something of what they believe to be the message of Christ for all people.

EX-GOVERNOR WILLIAM E. SWEET of Colorado spoke with great passion on the subject of "The New Patriotism." He reviewed some of the evidences of a will toward World Peace. His analysis of the Kellogg-Briand Peace Pact was very enlightening. He urged that we not adopt an attitude of thoughtless loyalty to any policy of our country, but that we use every instrument of expression at our disposal to help our country develop a policy of respect and liberality toward all other nations of the world.

MR. F. W. RAMSEY, General Secretary of the National Council, spoke a brief word on the subject of "The Case of Youth." He spoke of the effect of the Association in the development of the religious idealism of boys.

His words of assurance regarding the real interest of the National Council in the expansion of Colored Work were very heartening as the Conference looked toward the next four years of Association development.

DR. W. W. ALEXANDER of the Interracial Commission spoke briefly on the Y. M. C. A. as an influence toward interracial cooperation in the South.

PRES. JOHN HOPE of Atlanta University urged more cooperation between the Association and the church bodies. He made a special plea for the proper and dignified use of every opportunity that Negroes in America have for improving the physical, mental, and spiritual elements in our corporate life. The burden of his message was that the Y. M. C. A. rightfully claims our whole-hearted sympathy and unstinted support.

DR. R. R. MOTON arrived at the Conference just during the closing session. He was prevented the opportunity of full-time participation in the Conference because of pressing duties which detained him in Tuskegee. His message was brief, yet gave many helpful pointers regarding the direction of Association activities among the Negro group in the future.

During the closing moments of the Conference, a recommendation was read coming from the Century Club of the Ninth Street Branch in Cincinnati, Ohio. It was to the effect that the Conference assembled go on record as favoring instituting a national Rosenwald Day, which would be regarded by Associations all over the country as a time for proper

recognition of the interest and helpfulness of Mr. Rosenwald in the educational and moral development of our people.

It is impossible to use one phase or one paragraph to gather up all that this Conference now means to those of us who are concerned about the extent and quality of the Association program as it affects the life of "The Ninth Man in American Society." I believe, however, that it is not beyond hopeful expectation to say that we now have before us a clearer idea of the purpose of the Association work and a fuller understanding of the needs of the men and boys among whom the National, State and Local staffs are casting their lot. If the Association movement means anything, it means that it is attempting through its various types of organizations to build increasingly that community of people who will weld themselves into a fellowship after the mind and spirit of Jesus Christ. The dates of October 18-20 mark the time of a great advance in the life of the Y. M. C. A. among colored men and boys of America.

#### SOME PROBLEMS OF THE TEACHER OF HIGH SCHOOL ENGLISH

(Continued from page 14).

derstands the subject he criticizes—expects too much of the teacher in too short a period. The average person who attempts to evaluate the work of an instructor in English expects to see a class of almost totally English-ignorant students "blossom like a rose" in a few months' time. Such a person forgets that the student has to unfix his old habits of expression in order to fix the new, and that habits fixed over a number of years are seldom if ever entirely eradicated. When the conscientious instructor has created within his pupils a language consciousness, he has done his work.

#### DOBBIN'S JOURNEY AFTER DEATH IN THE LIGHT OF SCIENCE

(Continued from page 16)

"How old was Dobbin when he died? do you ask? Well, it is difficult to say. His atoms or building bricks were laid in the walls of other bodies, removed after a period of years, and then rebuilt into other bodies many times over before they were assembled as the bodily home of this humble servant of man. His atoms or building bricks assuredly at least came into existence along with the earth upon which he lived. The writer of this little story through a calculation all his own finds the earth with which Dobbin is associated has led an individual existence for at least 10,000,000,000 years. But the earth has not always had its individual existence; it was once a part of a much larger system, much older, and from which the whole solar system was derived. We can only say of Dobbin and his age that when the "morning stars sang together and all the sons of God shouted for joy," he was there. His atoms are immortal. Through them he will live forever, entering larger and more wonderful eras of life as the Ages silently glide away.

## Prize Money for Teachers

The AMERICAN FORESTS AND FOREST LIFE magazine published by The American Forestry Association, announces a contest designed to aid teachers to enrich their pupils knowledge for trees, forests, and related outdoor fields through supplementary reading and the use of visual material in the schools.

The instructive articles and illustrations which appear in every issue of the Magazine are used in many schools, and with the aid of the "Science Education Page" conducted by Ellis C. Persing, School of Education, Western Reserve University, have proved as of great value in connection with regular textbook assignments.

#### The Contest

For the best suggestion embodying a detailed lesson plan and outlining how AMERICAN FORESTS AND FOREST LIFE can best be used in the schools, the following cash prizes are awarded:

First prize.....	\$50
Second prize.....	25
Third prize.....	10

For the next five best suggestions, yearly subscriptions to AMERICAN FORESTS AND FOREST LIFE will be awarded.

You do not have to be a subscriber to the Magazine to participate in the contest. If your school is not receiving the Magazine, procure a copy from your local city or town library, or send twenty-five cents in stamps for a sample copy to The American Forestry Association, Washington, D. C. Better still, enroll for a special schools subscription at one-half the regularly yearly rates.

#### Rules of the Contest

The contest is open to all teachers from grades one to twelve.

Manuscripts should be limited to one thousand words or less, but there is no limit on the number of plans which a teacher may submit.

Write on one side of the paper only, and in the upper left hand corner of the first page give your name, grade you teach, name of department, name and location of your school.

Manuscripts will not be returned unless accompanied by the necessary return postage.

The contest closes on June 1, and Manuscripts mailed after that date will not be considered. All manuscripts should be addressed to

School Contest Editor,  
AMERICAN FORESTS AND FOREST LIFE,  
1523 L Street, N. W., Washington, D. C.



**"CORRECT POSTURE"**

(Continued from page 15)

**Correct Sitting Position:** In sitting the body should be held in a straight line. Chairs should be of the right height, so that the feet rest squarely on the floor. The back of the chair should be made to fit and support the curves of the body.

**Correct Lying Position:** You should be very careful of your position when asleep, since such a large part of our lives is spent in sleep. Incorrect positions while asleep are usually the cause of many defects of the spine. Lying on one side, constantly, causes the spine to bend between the hip and the shoulder.

E. MCWILLIAMS.

**Auditorium****"Prof. Know It All's Machine"****Characters:**

George Hardesty.....	First Man
Edward Holmes.....	Second Man
Samuel Scott.....	Third Man
Everett Williams.....	Ben Rogers
Roscoe Turner.....	Billy Fisher
Lee Cooper.....	Tom Fisher
Walter Berry.....	Jim
Everett Blanchard.....	Pied Piper
James Allen.....	Mayor
Samuel Delavallade.....	
Lawrence Williams.....	Master of Ceremonies
James Stampley.....	Prof. Know It All

This play was presented by the students of the 5th, 6th, and 7th grades. The object of this play was to prove that through the radio many interesting things can be learned. Prof. Know It All by the aid of his machine took us through the different countries of the world demonstrating to us the customs and the habits of the people.

The Pied Piper showed us his skill in driving out the rats that were about to destroy the little town of Hamlin. The Major, Pied Piper, Billy Fisher and Prof. Know It All proved themselves worthy of said name. The students who come to the Auditorium have pledged themselves to keep the floors free from paper, since the floors have been oiled.

Another interesting feature of the Auditorium is that Mr. Martin and the boys from the Manual Training Department have started remodeling the stage that will surpass any stage in the Public Schools of New Orleans.

Still another feature that took place in the Auditorium, Monday, December 9th., the Traffic Squad and Truant Officers were installed by the Principal, S. J. Green. They were presented with official badges given them by the Chief of Police to direct traffic in the morning and afternoon on Magnolia, Sixth, and Seventh Streets.

JOSEPH A. JOHNSON,  
L. A. YOUNG, *Teacher.*

**ECONOMIC ASPECT OF TUBERCULOSIS  
AMONG NEGROES IN FOURTEEN  
SOUTHERN STATES**

(Continued from page 7).

from the economic loss among Negroes in these 14 southern states, resulting from this purely preventable disease. We can never hope to have a satisfactory tuberculosis death rate among one group of our population so long as the other group furnishes a fertile soil for the culture of these germs of communicable diseases. Unless more is spent to prevent tuberculosis among Negroes much of the money spent for the whites will be ineffective, and in a way wasted.

The officials in education, both state and local, are more interested than ever before in providing for the Negroes of the South modern schoolhouses, better trained teachers, and longer school terms. The Julius Rosenwald Fund has counted it a privilege to cooperate with 14 State Departments of Education in building 4,464 Negro schools, to July 1, 1929, averaging about a three-teacher type, and costing \$23,182,238, and in addition 183 teachers' homes and 82 vocational shops. It is interesting to see the heroic efforts on the part of the Negroes themselves in this building program, as evidenced by their private donations of \$4,220,746 toward the cost of these Rosenwald schools. The public authorities have given \$14,296,824 toward the cost of these schools which is more than the total value of all Negro public school property 15 years ago. White friends in southern communities have contributed \$1,004,366 to the cost of the Rosenwald Schools, while the Julius Rosenwald Fund's share has been \$3,660,302. These schools, representing one Negro school in every 5, have a pupil capacity and a teacher capacity sufficient to take care of more than 38 per cent of all rural Negro pupils enrolled and teachers employed in these states (1927).

It occurs to me that there is great need for intensifying all efforts for better health, sponsoring trained Negro nurses in connection with every county health unit where there is a large relative Negro population, medical inspection and clinics, and health education in all the teacher training colleges. The teacher, if properly trained in health principles, including how to detect defects in the children, can be a most important factor in the health program. A large percentage of the cases she can handle herself, but many cases will need to be referred to the nurse or the physician for treatment. No effective program in health that will immediately reach the present group of Negro children in the grades can be thought of independent of the teacher. It will require a close cooperation of the State and County Boards of Health with the State and County Boards of Education, supplemented by independent agencies to make an effective program of health in the schools, with full cooperation of the U. S. Department of Health.

## THE HEALTH OF THE NEGRO

(Continued from page 6).

those that were not diseased, and in consequence the disease and mortality spread more and more."

If this picture means anything, it means the severe discipline which rejected the dross and refined the residuum of those who finally were brought to the slave-markets and ultimately dispersed to the plantations of the south. It means that the first adjustment of the Negro in his struggle for survival was enforced by the pitiless hand of circumstance, harsh, unkind, but tremendously effective.

We come next to the period of slavery itself. The slave had become a valuable commodity as prices skyrocketed and speculation sent the prices still higher. In the volume "Journeys in the Sea-Board Slave States," Olmsted tells of seeing Irish immigrants employed in the dangerous tasks of ditching low ground and handling heavy trucking work, because the use of slaves in such work was to endanger a valuable piece of merchandise. If the Irishman contracted a fever and died therefrom, the employer had but to hire another one; but if his Negroes were so affected, the Negro was carefully safeguarded. Despite the sensational accounts of inhumanity which received such popular credence in the abolitionist North, and were as hotly denied by patriotic Southerners, the fact appears to be that slave-owners and overseers used extreme precautions in caring for the health of their Negro property. We are perhaps fair in believing that while the South was not as vicious as the North claimed it to be, it was not as moved by the milk of human kindness in the care of the Negro as it in turn has liked to profess. The health of the Negro was worth money, and accordingly it was treasured.

In the classic studies of the plantation economy made by Ulrich Phillips, including his most recent publication "Life and Labor in the Old South," one may read letters from plantation owners to overseers making a careful regulation of rations with much of the skill, if not all of the technical knowledge of the modern dietitian. Quarters were kept clean, medical treatment given readily, and overseers who disregarded these regulations were promptly replaced by those who were more considerate in dealing with their underlings. In the letters and meticulous diaries left by George Washington one may read exceedingly detailed recommendations to these general effects, and Thomas Jefferson has also left an interesting legacy of memoranda which testify to the care for the health of the Negro as a slave.

This condition of affairs is still further reflected in such comparative death rates as are available from ante-bellum times. They indicate that the Negro had achieved a real adjustment to American life, at least from the standpoint of health. Those of us familiar with the immensely larger death rates for Negroes today as compared with whites are amazed to find that in Charleston, South Carolina, from 1841 to 1848, the death rate from Consumption

was reported as the same for both races—266. Contrast this with the fact that from 1865 to 1894, a period of thirty years of freedom, the death rate of Negroes from this cause jumped to 576 as a yearly average, while that of whites decreased to 213. In other words, during the period of emancipation the Negro death rate from consumption was 135% higher than during the slave period, while the white death rate from consumption decreased 20%. Clearly, the Negro reached a more positive state of equilibrium between disease and ill-health, compared with whites, in the ante-bellum period than at any time since.

It is therefore not without reason that it may be said that despite our great advances in technology in the cure and prevention of disease, the slave Negro was comparatively healthier than the Negro of today. Apparently white persons have profited from this advance tremendously; Negroes, but very little. The death rate for Negroes per 1000 of the population of Baltimore was 20.38 in 1862, while the white death rate was actually greater, or 20.42. Sixty-two years later, or in 1924, the Negro death rate was 28.84, while the white death rate was 14.93. We then have the alarming fact that the Negro death rate for our own times in Baltimore is 40% higher than it was during the Civil War, while the whites death rate is 40% lower.

In this connection it may be of interest to recall some early notions which prevailed with regard to the health of the Negro. Seventy-five years ago, one Dr. Samuel A. Cartwright of New Orleans, one of the most widely known medical men of his time, was commissioned by Louisiana Physicians to make a study of the disease and physiological peculiarities of the Negro. But let me read to you what the learned Doctor said in his report.

The Cachexia Africana, like other spanoemic states of the system, may run into phthisis, or become complicated with it. The peculiarity of Negro consumption consists in it being an anoematosiis and not a tuberculosis. It is not a tubercular disease, but an erythism of mind connected with Spanoemia. Negroes are sometimes, though rarely, afflicted with tubercula pulmonum, or phthisis, properly so-called.

Negroes are not so affected, the good doctor continues, because Phthisis is, par excellence, a disease of the sanguineous temperament, fair complexion, red or brownish hair, blue eyes, large blood vessels and a bony encasement too small to admit the full and free expansion of the lungs. Phthisis is thus the disease of the master race, the white man. With Negroes, the sanguineous never gains the mastery over the lymphatic and nervous systems. Their digestive powers, like children, are strong, and their secretions and excretions copious, excepting the urine, which is rather scant.

You may wonder how Dr. Cartwright found all of this out. He made these discoveries by an instrument he invented which he called the Spirometer. With this he proved, at least to his own satisfaction, that Negroes consumed less oxygen than whites. On



the other hand, white people consumed a great deal of oxygen because they needed it for their great mental and physical activity. The result was that much blood was sent to the brain of white people and exhausted; and debility followed because of the return of this blood to the lungs, with tuberculosis growing as a result of an impoverished blood stream. If any sceptics refused to accept the evidence of the Spirometer, Dr. Cartwright said that one could just look at a Negro and tell that he consumed less oxygen than a white man. I quote from his report again:

The slower motions of the owl prove to the natural historian that it consumes less oxygen than the eagle. By the same physiological principle he can tell that the herring is the most active among fishes, and the flounder the slowest, by merely seeing the gills of each. Hence the habitual slower motions of the Negro than the white man is a positive proof that he consumes less oxygen. The slow gait of the Negro is an important element to be taken into consideration in studying his nature.

Evidently the Charleston and the Black Bottom had not been popularized among the Negroes of seventy-five years ago, or Dr. Cartwright might have been led to a different conclusion.

Another fruitful mother of misconceptions regarding Negro health goes back to the slave period. It is commonly believed that the use of magic and superstitious remedies for diseases are the heritage of Africa, and that they were brought to this country by Negroes. As a matter of fact, it would seem that they were brought here by early English settlers and taken over by the slaves in a slightly modified form. All of these earlier beliefs are curious and many of them amusing. It was believed that the lungs of foxes would cure asthma. Moss taken from the skull of a person who had died a violent death would cure certain diseases. Cat ointment with the oil of puppies boiled with earthworms, when taken internally will cure dysentery. Olmsted reports that a cure for nervous ailments in great favor among both whites and blacks in the antebellum period of the South was compounded of a scottish mineral and steel filings. Proof of the English source of these cures is furnished by many resemblances. A Negro cure for backache, for example, was a live toad frog; settlers from Devonshire, England, believed that the cure was effected by a dead frog burned with his ashes carried around the neck in a silk bag. For whooping cough the Negroes used mare's milk drawn from the left side, or a plaster of horse manure placed on the chest, the Herefordshire people in America used the milk of a she-ass mixed with hairs from her back and belly and instead of the manure poultice took the child out to the stable to inhale the breath of a piebald horse. With Negroes diseases were thought to be prevented by using some odoriferous substance "to keep the spirit away." Most commonly this was assafoetidae. I shall never forget the wrath of my grandmother at my parent's new fangled notions when they re-

fused to allow her to suspend a bag of assafoetidae from my neck, nor my secret fear at her dire predictions that I would probably not live the year out if this was not done for me. Some of you, perhaps, have had similar experiences. The well dressed man of seventy-five years ago—sometimes, it must be confessed of today—wore the following health accessories to his wardrobe. He pinned a small horse-shoe to his hat for luck. He placed a grape-leaf on top of his head to prevent sunstroke. He wore a string of amber beads around his neck to prevent goitre. He also wore a rather well-worn stocking around his neck to cure the sore throat. Finally the poor defenceless neck carried our old friend, the bag of assafoetidae, to keep away contagion. There was a wire around his waist to prevent rheumatism, and he wore an iron ring on his finger for the same purpose. He also carried a buckeye in his pocket and was thus triply guarded against rheumatism. If he was cut or bruised, he applied a poultice of bird droppings to draw out the poison. If bitten by a dog, he applied dog hairs to the wound to prevent rabies. Finally, he put a four-leaf clover in his shoe for luck and as an added precaution in the event that a snake might sneak up and bite him surreptitiously, he drank a pint or so of whiskey as a fortification before entering upon the pursuance of his daily tasks.

I have attempted to give a picture of the health of the Negro during his first period of adjustment, when under the slave regime he learned to live and to survive in America. The Emancipation of the Negro introduced him to the adjustments of the Reconstruction Era, for the vast political changes wrought by the civil war in his social condition affected his health in a remarkable manner. In the first place, the newly emancipated Negro could move from place to place. So he crowded into the cities, began the migration to the Northward and Westward which has characterized his history since, and in general drew away from the moorings of centuries of fixed placement. In the cities of the North and the South, Negro slums began to be found. I have pointed out that the death rate from consumption more than doubled in the city of Charleston immediately after the civil war. The condition of the freedmen in cities like Washington, and Baltimore, two typical cities which received a large migration from the outlying rural districts, was unbelievably miserable in the ten years following the war. The high death rates observed during this period resulted in a prediction from Dr. Frederick Hoffman in 1896 that the tuberculosis rate alone would solve the Negro problem by eliminating Negroes in a century or so. This is especially interesting when we remember that just two years ago Hoffman published a complete reversal of his former prediction, in terms which are significant for those of us interested in the persistence of the Negro.

In the second place, the Reconstruction Era was notable in that the Negro was thrown upon his own

health resources. No longer was the kindly plantation mistress, or the self-interested owner on hand to minister to his affliction and prescribe and regulate his conduct and mode of life. If freedom had its exhilarations, it also had its personal duties and responsibilities which had to be performed by the individual or be left undone. And the Negro paid the penalty for this new freedom in his suddenly accelerated death rate. Although data on this period is not easy to obtain, it is probably that his increased mortality arose from those conditions which followed in the wake of this breach with the old order; changes in housing conditions, changes in nature of employment, changes in diet and habits of recreation. The period of reconstruction is, accordingly, the darkest one in the life of the Negro in America, from the view-point of health.

From this time, some thirty years passed away. The Negro was finding a slow but sure adjustment to the new condition of freedom in the South. But the World War came on. The mills and factories of the North, spurred to an unusual activity by the demands of European nations in a state of war, found themselves without an adequate labor supply. So the great Negro migration began. So we are brought into the latest period of health problems of the Negro; when hundreds of thousands have deserted the farms and thronged to the cities, both Northern and Southern, where they live in congested areas and slums which are the worst in America. The terrific mortality from various causes which has resulted from this migration is the present cause of the great interest being paid to Negro health. A new adjustment is being made today, one freighted with as many important consequences for the race and the nation as the first adjustment of the Negro to the slave economy, and his second adjustment to the period of emancipation and freedom.

If you will remember, the story of the health of the Negro was first stated as a history of survival; and the last chapter of this history is being written today in the cold language of vital statistics. The Negro proved long ago that he could survive and flourish as a slave. He was beginning to prove that as a freeman he could survive under the conditions existent in the old rural South since the civil war. The present question is, can he survive as an urban dweller and as a part of the industrial complex of the country? Let us see what light may be thrown upon the future by the facts which we now have in hand.

The great problem of Negro mortality today is in the cities. The Negro death rate in cities is 94% higher than that of whites, while the death rate in rural communities is 50% higher than the rate for whites. The Negro death rate is higher in Southern cities than in Northern cities, although the combined figures show a higher rate for the North, city and country combined. The Negro death rate is from 50% to 60% higher than that for whites. That the situation is not entirely without hope is shown

by the increase in expectation of life of 8 years for Negro males and 7 years for Negro females from 1900 to 1920. However, as has recently been pointed out, this merely means that we are saving more of our infants and children who are falling victims increasingly to organic diseases later in life.

Perhaps the most significant fact shown by recent figures is that Tuberculosis is no longer the greatest cause for death among Negroes. Although the Metropolitan Life Insurance Company reports that Tuberculosis still leads as a cause of death for those whom it insures, the statistics of the registration area of the United States show that organic diseases of the heart have taken the lead over tuberculosis. According to the returns for 1925, eight causes of death account for 58% of all deaths among Negroes; first, organic diseases of the heart, second, tuberculosis, third, Pneumonia, lobar and broncho combined, fourth, external causes, fifth, congenital malformations and diseases of early infancy, sixth, cerebral hemorrhage and softening, and cancer. The diseases which all authorities agree are largely due to poor sanitary conditions and low economic status show the greatest margin between white and colored. According to Dr. Louis I. Bublin of the Metropolitan Life Insurance Company, tuberculosis among Negroes has decreased 44% since 1911. While the decrease among Negro children has been 54%, the rate is yet six times as high among Negro boys and girls as whites. Control of tuberculosis alone, it is said, would increase the Negro life span five years.

One of the most tragic factors in the health of the Negro is the huge infant mortality. Negro infant mortality is almost twice as great as for whites. Another ray of light here, however, is shown in the fact that the Negro rate has been cut from 261 per 1000 births in 1910 to 110 per 1000 in 1925.

We have read much recently of dangerous ages. For Negroes there are several. Between the ages of 15 and 25 the death rate for colored boys is two and a half times as large as for white boys, and nearly two and three quarters greater for colored girls than for white girls. That dangerous age of the first year shows that one and one-half times as many Negro babies die during the first year as do white babies. Similarly, the mothers of these babies have a greater peril in bringing them into the world. While the death rate for white women from pregnancy and childbirth has declined 25% since 1911, the rate for 1927 for Negro women was higher than in 1911. Conditions surrounding the birth for Negro babies have not been improved in these sixteen years.

There is one factor commonly neglected in speaking of the health of the Negro and this is the part played in his high death rate by venereal infections, especially syphilis. All authorities agree that this disease and its sequelae are perhaps more responsible for the great excess of Negro deaths over whites than any other cause. The record is not



ended when deaths directly caused by syphilis are listed, for it brings in its train most of the organic disorders which lead the list for Negroes.

We must not become pessimistic, however. The death rate of Negroes today is less than half what it was during the reconstruction era. The death rate for Negroes today is less than that of Austria, France, Italy, Roumania and Spain. Several immigrant races in this country show death rates comparable to that of the Negro, and it is significant that these people live under the same difficult conditions of adjustment which are characteristic of the Negro. The diseases and conditions which affect the Negro show clearly that the trouble is not with an inferior stock. Any race exposed to the same housing conditions, hard work, limitations on food, clothing and medical attendance, says Dr. Bublin, show mortality rates no better than those for Negroes. The problem is one of the improvement of the environment in which we live.

How may this great problem be solved? I would remind you that my first thesis was that we live in a world which believes in social control. This social control must come, first, in the improvement of our environment. It must come, second, through education in community and personal hygiene. In both of these techniques the teacher has the opportunity of participating. If we take the one specific item of syphilis, a valuable opportunity exists for the teacher to carry the message of social hygiene to the community. The amount of ignorance and superstition prevalent among our people with regard to venereal infections is almost unbelievable. I have heard a recent graduate of one of our outstanding colleges maintain a heated argument for an hour, in his earnest desire to prove that one could contract gonorrhea from a physical strain, or by lifting a heavy load. This summer at Tuskegee institute a county training principal gravely informed me that he knew of a herb which was a sure cure for gonorrhea, and that he personally had cured nine men with this herb.

Syphilis and Gonorrhea are diseases of social disorganization, ignorance and careless living. Tuberculosis is a disease of poverty and ignorance. High infant mortality results from uneducated mothers, and I think one of the greatest possible indictments of an educational system is that it does not equip boys and girls for intelligent fatherhood and motherhood. In our present adjustment process, the school must largely be the instrument of controlling our futures. So far, our adjustments to the American system have been random and casual. Our survival in the future depends upon the sort of applied intelligence implied by this group of teachers here assembled. We teach our people to substitute intelligent prevention for superstition, to take advantage of existing facilities provided by the state for the protection of their health; but most of all, as teachers we must equip ourselves with the knowledge

necessary to make ourselves a veritable torch in the dissemination of the needed knowledge.

If we do this, our survival in America, already certain, will become even more effective. You are the handmaidens of the new civilization. If each age is an age that is dying, and one that is coming to birth, every teacher is the mid-wife of a greater and more glorious future. I cannot conceive of any more heartening opportunity for service, no more inspiring challenge for devoted minds and souls, than this duty of ours to write the last chapter in the history of the survival of the Negro in America.

### THE VALUES GAINED FROM HOME ECONOMICS CLUBS

(Continued from page 12)

afford this glorious opportunity! Let club work take on the freedom of play rather than so many pressing needs. Play is as much of the child's original nature as it is to eat and sleep. One theory of play claims that the excess energy of brain-centers discharges into play activities. Professor Groos says, that play is a preparation for the business of life. Let club work, then, be directed play. Cheerfulness and encouragement should be key-notes of club instructions. A stimulus that gives a pleasing response will always lead to repetition. "Nothing succeeds like success," is a profound psychological law. The glow of satisfaction that comes from the consciousness of work well done, sets free the energy that can be concentrated upon more difficult tasks.

The club idea has entered the school and penetrated the home. It has been responsible for the keen interest exhibited in all kinds of home activities. The purposes of club work are being fulfilled, and its economic, educational and social values recognized. Cooley-Winchell, Spoor and Marshall in their text on "The Teaching of Home Economics," write as follows: "The value of agricultural, industrial, and Home Economics Clubs can not be over estimated, but if they are to become a permanent feature and all children are to receive their benefits, they should be strongly allied with the school. The school is a recognized permanent institution, and Home Economics work done through the schools will increase the rich contribution to the pupil's life and make for greater interests in other subjects." The encouragement of the teacher will make stronger the bonds between home and school.

The Bulletin regrets an error in carrying the advertisement of the HAMPTON TOUR in the December and January issues. We are printing in this issue of the Bulletin the corrected advertisement of the 1930 TOUR.

## EDITORIALS AND LETTERS FROM PRESIDENT HOLMES

(Continued from page 20).

can enable a State's inhabitants to wrest from its natural resources the greatest possible economic value.

3. Adequate educational advantages for the Colored people would raise the level of their standard of living, hence would stimulate their demands for better and higher priced goods, consequently would increase the total of merchants' sales. Experience has now taught the American selling public that the higher the wage-and-profit level, the greater the value to them of the buying public. With one statement, Mr. Editor, in your editorial of last summer, I venture to take issue: That Mississippi's Colored people are an asset to the state because they are a source of low-priced labor. The lower the price of their labor, the less of an asset are they as buyers. But the more money they have, the more they are able to invest and to spend.

In tight times dealers cry out for more of a market. May the Lord open their eyes to see that right at their doors the majority population of their own State offers them a market which is as yet only partly cultivated. And how cultivate this market? Partly by providing adequate educational advantages, which will help keep this million or more of persons where the market is, will increase their earning and producing and hence their spending power, which will make them dissatisfied with the cheaper goods, but will stimulate their demand for more goods and those of better quality.

The case for adequate Negro education, therefore, rests largely on grounds of public welfare. It seeks the common wealth. The aim is prosperity, not of sellers over against buyers, or buyers over against sellers, but for the public as a whole. It makes for progress. For Mississippi not to educate adequately the majority of its population is like trying to drive an automobile full speed ahead, with seven of its twelve cylinders not hitting. But when the education-automobile hits on all twelve of its cylinders, it will begin to carry its load consisting of all of us ahead with increasing speed, with quietness, with frictionless ease.

Sincerely yours,

WILLIAM T. HOLMES,  
President Tougaloo College.

Only half of the story, therefore, was told by the editor's heading to this letter. Truly enough it was an "Earnest Appeal for the Negroes," whose plight calls for the strength of every possible appeal. But beyond that, the letter appealed to State patriots on behalf of State patriotism. What is good for the Negro cannot but work for the common good. For a State as of a church or an individual it is true as Scripture that "If one member suffereth all the members suffer with it; or if one member is honored, all the members rejoice with it."

—Reprinted from *Tougaloo News*.

## BOOK REVIEWS

PLAYS AND PAGEANTS FROM THE LIFE OF THE NEGRO by Willis Richardson, is the dramatization of the achievements of Negroes written by Negroes themselves. Not the race as others see it, but the race as it sees itself. It is an interesting work, a valuable volume, an epoch-making publication.

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### MAY DAY, 1930, AND THE PARENTS (Continued from page 16).

to which fathers and mothers can refer. Magazines and newspapers can and do help, by every line which they carry on the well-being of children. If a news item or an article rouses a mother's interest and makes her realize that to be a good mother requires knowledge as well as instinct, it has accomplished much. And if in addition, the other health forces provide her with the means of acquiring knowledge, still greater progress is made to that most important of all goals—intelligent cooperation.

These are some of the things of which May Day—National Child Health Day 1930 reminds us. May Day asks of us all—parents and health workers—intelligent cooperation in the nation's child health program. The President can call a White House Conference on Child Health and Protection; others can say "Let us consecrate May Day to the children of the United States." But only parents by their cooperation can make the results of the Conference practical in the life of the child, and can translate the ideal of May Day into child health, child happiness, and child success.

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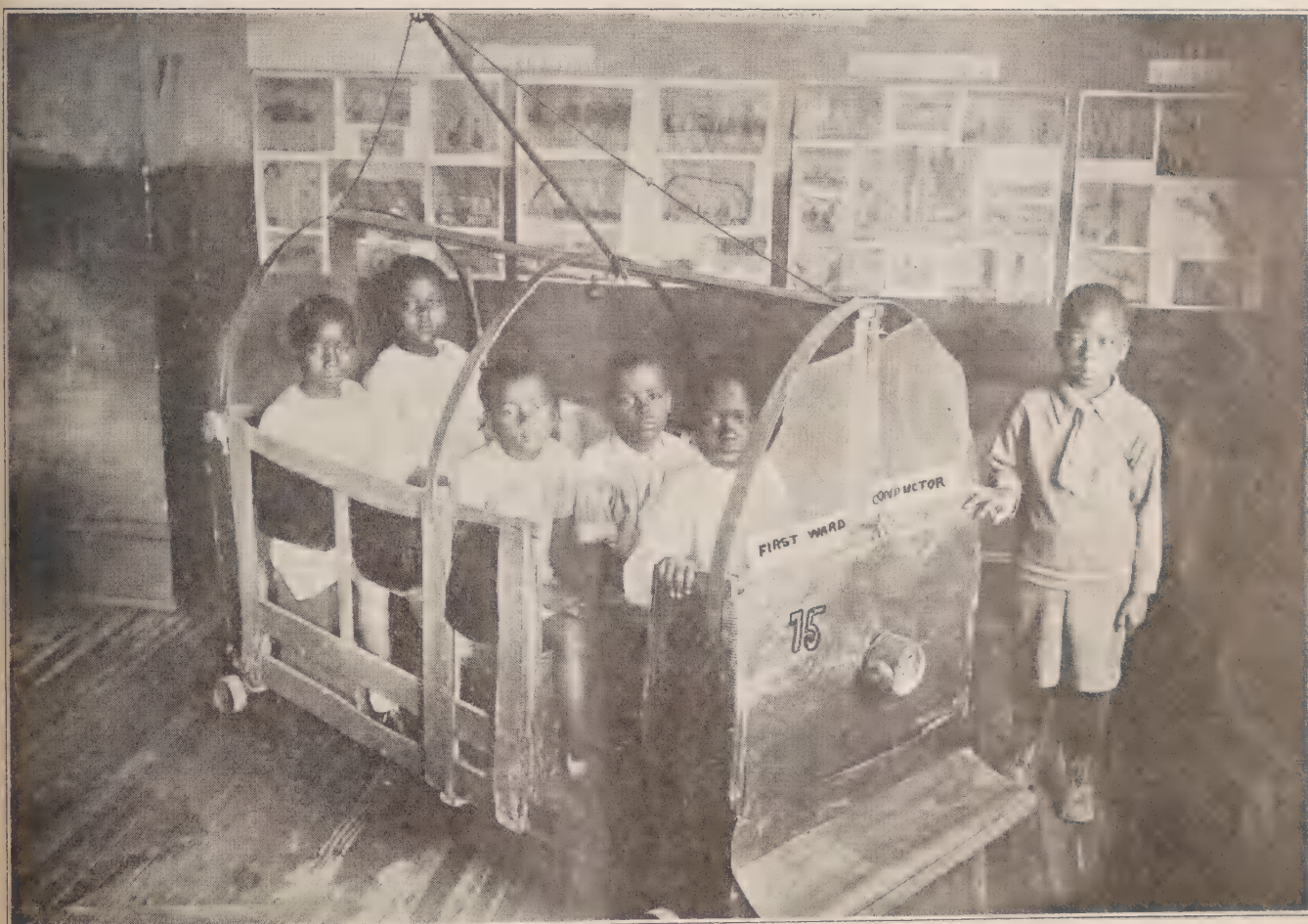
# The Bulletin

*Official Organ of the  
National Association of Teachers in Colored Schools*

VOLUME X

CHARLESTON, W. VA., MARCH, 1930

NUMBER 4



*Published Monthly except July, August and September*

ANNUAL MEETING OF THE N. A. T. C. S.,      PETERSBURG, VIRGINIA, JULY 22-26, 1930

# THE BULLETIN

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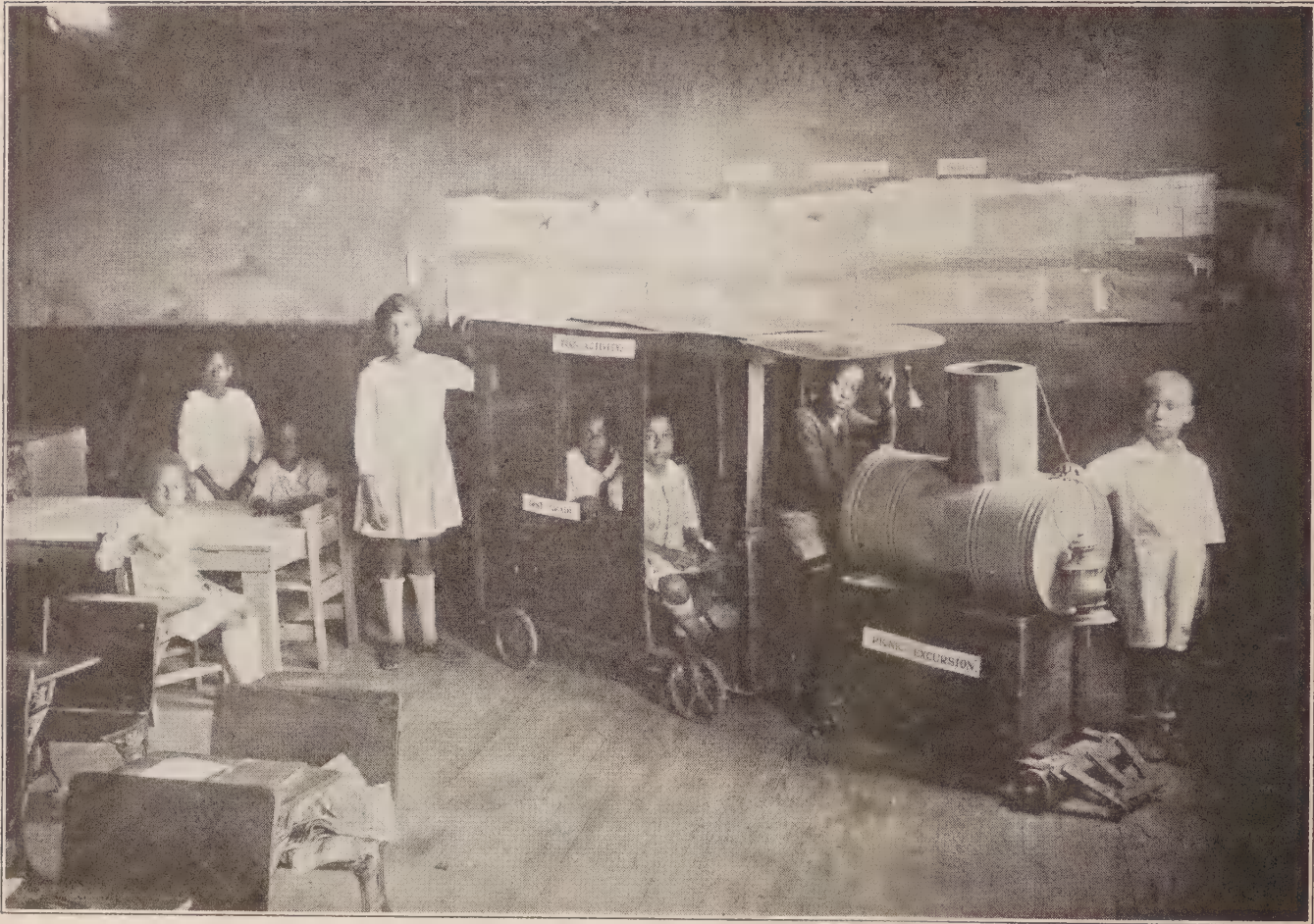
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# THE BULLETIN

VOLUME X.

MARCH, 1930

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## LIBRARY TRAINING AT FISK UNIVERSITY

By LOUIS SHORES, *Librarian*

Fisk University will add a major department in library science to its curriculum beginning with the fall of 1930. This announcement comes in response to an urgent demand from Negro schools for teachers who are trained in library methods sufficiently to care for the small collections that are rapidly appearing in classrooms throughout the South. The new course of study will include thirty quarter hours of work in the fundamentals of library science and will be supplemented by liberal assignments of practice work and observation in the new Fisk Library and in neighboring school and public libraries.

An examination of the professional training facilities open to Negroes discloses the fact that opportunities for the apprentice are limited by geographical location and by scope. There is in the South one accredited library school which trains full time librarians such as the average Negro secondary or elementary school could not afford to employ. There is also, in connection with the Colored Division of the Louisville Public Library, an apprentice class which gives a short course for public librarians. Summer institutes are now appearing in various state institutions beginning with this year. But there is as yet not a single institution preparing teachers for elementary and secondary schools with a liberal arts education and sufficient training to devote part time to the care of a library. It is this particular task which Fisk University's Department of Library Science will undertake next year.

As organized at present, the course of study will attempt to follow the recommendations of the Board of Education for Librarianship of the American Library Association for school library curricula in normal schools and colleges. There is no indication that a second library school is needed immediately. Later, if the demand warrants, a full one year curriculum may be developed, but at present it appears that the immediate need is for trained teacher-librarians who can divide their time evenly between classroom and library. To meet this need, the Department is specifying the full course of study.

The course of study at Fisk University prescribes ninety hours of liberal arts studies in the first two years. Included in these requirements are courses in English composition and literature, science, history, mathematics, sociology and one foreign language. In the upper classes the student carries a major of thirty quarter hours and elects enough additional courses to obtain credits of 180 hours. The Library Science major prescribes all of the work

in the last two years. It begins by requiring thirty quarter hours of work in education and psychology—sufficient to insure that the graduate will meet the several states' teaching requirements—and then proceeds to stress literature, a second foreign language and history, if the first two requirements have already been met. The courses in comparative, American and Negro literature will be supplemented by the cultural reading now required of every candidate for the A. B. degree from Fisk in preparation for the comprehensive examination in the senior year.

The Library Science courses will be made as practical as possible. Foremost in the mind of the teacher will be a maximum of student activity in as nearly actual working conditions as can be provided. Course 100 is a pre-vocational course and has been required of every Fisk student in one form or another. Then follows a course which has been offered to regular college students for the last two years as part of their equipment for doing research in their major fields. It includes a study of the chief reference books, practice in making citations and compiling bibliographies, and lectures on subject bibliographies by professors in the respective fields.

Course 102 will require considerable practice in the University Library under the supervision of a trained member of the regular staff. In addition, visits will be made to neighboring college and public libraries and to the schools in the vicinity. Last year, one of the students planned a library for a vacant room in a nearby school as a term project. The course in Book Selection is fuller than the one suggested by the American Library Association, but it is intended to furnish a book background for the courses in technique.

Cooperation between the departments of education and library science is nowhere better illustrated than in the course in Library Work With Children. Two hours a week will be given by the Education department's instructor in children's literature and the other three hours will be taught by a children's librarian. Cataloging and classification will be combined in a laboratory schedule based on that of the natural sciences. The course on Teaching the Use of Books and Libraries will include methods of stimulating interest in the library whether it be in the city, county or school and will pay particular attention to adult education among Negroes.

Details of field work arrangement are yet to be worked out, but it is hoped that neighboring schools

will take advantage of the service offered. It is proposed to utilize the ten day spring vacation to send library science students into the neighboring county schools to organize the small collections appearing there for the first time. In addition, a branch of the Nashville Public Library is to be opened on the ground floor of the new library building where students will have an opportunity for practice work.

The new Wallace Butterick Memorial Library, erected and equipped at a cost of \$400,000, will be opened at the same time that the new department is launched. The west half of the ground floor will provide for one library science classroom, a cataloging laboratory and study equipped with individual student desks, a teachers' office and the branch of the public library. In addition, there will be two floors of reading rooms and six levels of book stacks in the University library proper which will provide admirable observation and practice facilities. Through the generosity of the Julius Rosenwald Fund and the Carnegie Corporation it will be possible to increase the University collection to 100,000 volumes in the next five years and to staff the library with five library school graduates. Fisk's high standard of scholarship, its unusual number of advanced degree faculty members and its rapidly increasing laboratory and library facilities assure a strong liberal arts foundation for the library science majors. There can be no doubt that the teacher-librarian with such preparation will be sought by the school superintendent.

The new Library Science Department at Fisk University does not enter into competition with any existing agency for library training. College and other large libraries that can afford to employ a full time librarian will apply to the accredited full course library school as before. But the secondary and elementary schools that need teachers who can also care for the libraries will find for the first time a supply of trained people who are not economically prohibitive. Fisk University does not believe that this type of training should be delayed until other institutions have the facilities to undertake it. Rather, it believes that it would be nothing short of selfishness if the larger community were not permitted to share the advantages of its superior equipment. Under the circumstances, the new department of library science hopes to contribute to the new program of library service to the Negro in the South.

An outline of the curriculum follows:

**DEPARTMENT OF LIBRARY SCIENCE, FISK  
UNIVERSITY, NASHVILLE, TENN.,  
FEBRUARY, 1, 1930**

The courses announced below are planned for three classes of students:

1. Candidates for the degree of Bachelor of Arts having Junior classification and desiring to enter on the practice of school libraryship must pursue the following program:

Library Science .....	30 hours
Ed. 102, 104, 108, 116.....	20 hours

Psychology 102, 103.....	10 hours
French or German.....	15 hours
English 123, 126, 135.....	15 hours

Total ..... 90 hours

(For significance of course numbers, consult current Fisk catalog.)

2. Special students who are already engaged in library work may enroll for any course any quarter and receive certificates for work done.

3. Regular college students who may wish instruction in bibliographic method and in library technique as part of their equipment for research in their own fields may elect any of the courses during their Junior and Senior years. Library Science 100, 101 and 103 will prove most valuable.

### COURSES OF INSTRUCTION

**Library Science 100.** Introduction to books and libraries. Fall, Winter, and Spring quarters. One credit hour. The purpose of this course is three fold; 1. Technical: To enable the students to use the Library more efficiently. 2. Cultural: To furnish historical acquaintance with the development of books and libraries. 3. Vocational: To indicate the opportunities in librarianship as a profession.

**Library Science 101.** Reference and Bibliography. Fall Quarter. Three credit hours. The standard reference books including national and trade bibliographies and government documents are studied by means of problems, lectures and recitations. Special emphasis is placed on general encyclopedias, periodical indexes, almanacs, and dictionaries as related to students' problems. Subject bibliographies will be treated by various professors from the respective departments. Each student will be required to prepare a term bibliography involving some investigation in a special field. Lectures, readings, recitations and problems.

**Library Science 102.** Library Organization and Method. Fall Quarter. Five credit hours. Among the topics included are: order, accession and shelf routine; loan desk work; mending, binding, and preparation; periodical checking, inventory taking and filing; statistics, reports, finance, building and equipment; special problems in school, county and city libraries. The work will be carried on by means of lectures, recitations, demonstrations, observations and actual practice. Each student will be required to devote about twenty hours to practice work in the University Library.

**Library Science 103.** Book Selection. Fall Quarter. Five credit hours. The purpose of this course is to develop facility in selecting books for school, county and city libraries. Representative books in various classes will be read and discussed and each student will be expected to write about one hundred annotations and several critical reviews. A study will be made of book selection tools, such as



Publishers' Weekly, the Booklist and Book Review Digest, as well as of publishers, prices, editions and secondhand book dealers. Readings, recitations, lectures and problems.

**Library Science 104.** Library Work with Children. Winter Quarter. Five credit hours. The major portion of the course will be devoted to a study of children's literature. Some attention will be given to story-telling and to methods of interesting children to read. Lectures, readings, recitations.

**Library Science 105.** Cataloging and Classification. Winter Quarter. Three hours recitation, four hours laboratory work. Five credit hours. Instruction is based on the A. L. A. Catalog rules and the Dewey Decimal classification. Each student catalogs and classifies at least one hundred books during the supervised laboratory periods. Attention is given to the ordering and preparation of Library of Congress cards and to subject headings and filing.

**Library Science 106.** Teaching the Use of Books and Libraries. Spring Quarter. Two credit hours. Lesson plans, textbooks and methods of teaching the use of books and libraries to elementary and high school pupils will be studied. In addition, there will be some consideration of methods of stimulating readers' interest in city and county libraries by means of organized adult education. Problems, lectures, discussions.

**Library Science 107.** Field Work. Spring Quarter. Ten hours weekly; Five credit hours. Arrangements will be made for students to practice in neighboring county, school and city libraries during the spring vacation. Also, ten hours of work each week in the University library will be required throughout the quarter. Recitations will be devoted to discussions and demonstrations.

## Is Your Child the 1 Out of the 100? If Not, Why Not?

By GEORGE W. BLOUNT, *Field Secretary,  
Cheyney Training School for Teachers*

For the benefit of those who are interested in our younger people and their education and educational problems of today, expert educational statisticians have prepared the following table:

Out of every 100 American children of school age we are told:

36 are not attending school at all.

54 are attending public elementary school.

7 are attending public high school.

3 are attending public night school, vocational schools, etc.

2 only enter college or university.

1 only remains in college or university to graduate.

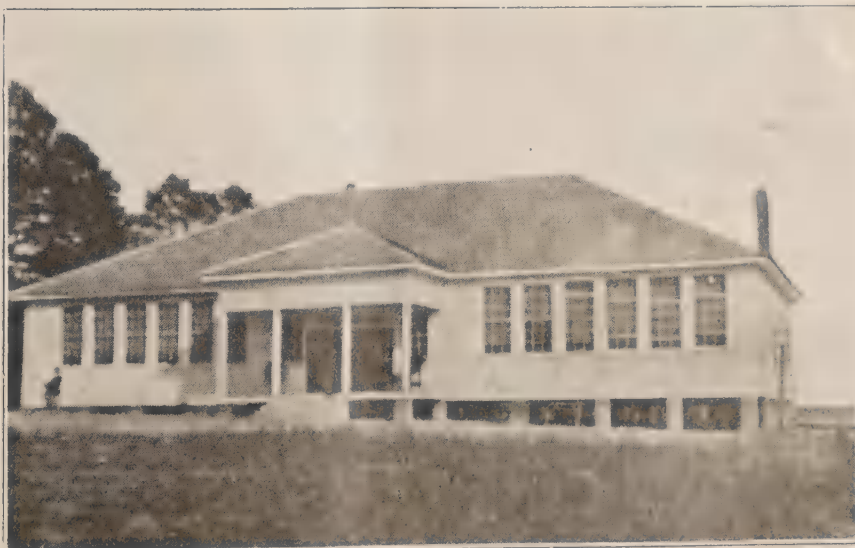
Educators are pleading for more and better home training as well as stressing the value of parental influence. Teachers and parents held the strategic point in the world's next great movement for good or evil.

This age may see another World War, or a great advance in humanitarianism, and it depends on every mother, every father, every home and every teacher what kind of attitude our young people are going to take toward our national, international, racial and interracial problems. In modernizing our educational methods more freedom and flexibility should be overlooked.

Children are essentially kind and idealistic, but these impulses may be misunderstood by the wrong environment, and it remains with the parents, teachers and the schools to determine whether they grow into a broad and tolerant view-point, or a narrow, egotistic and chauvinistic one.

The spontaneous youth movement in Germany just before the World War was an expression of modern

(Continued on Page 9)



A Rosenwald Training School

# WHAT SHOULD BE THE QUALIFICATIONS OF A JEANES SUPERVISOR?

By MAGGIE NANCE RINGGOLD

A Paper Read at the Conference of Jeanes Agents in Louisiana, Alexandrai, La.,  
February 6, 1930.

So many times the question is asked: What is a Jeanes Supervisor? or What is meant by the work of the Jeanes Supervisors? To those of us doing the work, the question appears at first trivial; but on reconsidering, we find it a difficult one to answer. Because the Jeans teacher must be able to fit into so many more grooves than the ordinary teacher. Because of this, special preparation is needed before one can be fitted for the position of Jeanes Supervisor.

First of all, she must be healthy,—strong, physically, mentally, morally and spiritually. She must be observant. She must be cheerful. She must be modest and courteous, yet assertive enough to “put over” any necessary project for the good of her people. She must be a “good mixer,” though tactful enough to secure and retain the respect of co-workers and community people everywhere.

She must have a working knowledge of high school, grade school, and of primary work, and must be able to meet the needs and problems that are associated with the child from the time of its entrance into school until ready for college, or for its particular vocation in life. She must have the ability to help in making school life attractive, know how to devise interesting supplementary work,—illustrative material,—drawing, paper cutting and tearing, poems, stories, handicraft, gardening, home management, and know other ways of keeping the child interested at the various stages of its school life. She must have information other than that relating to the child’s classroom activities. She must know child-life generally, know the bright pupil and the dull, know the “gang,”—its ideas and ideals,—to the extent that she can converse with and enter into discussions of their problems and their pleasures. She must be a comrade to teacher and pupil, working for and *with* them for the development of the community. She must be a social worker, a student, a pupil among them. Many times the dullest pupil can give a lesson valuable to supervisors.

The Jeanes Supervisor should have a working knowledge of every phase of Home Economics, sewing, cooking, millinery, child-care, etc. She should live up to the best standards, by being well clothed, well fed, well shod and well hatted.

She should be able to work out certain phases of auxiliary work when needed in connection with a school or community from a lesson on mending, darning, reading, English, or house-cleaning, to working out plans for securing better school furnishings or a new schoolhouse. Upon the Jeanes Supervisor rests



Mrs. M. Nance Givens Ringold

the responsibility for a smooth, well-planned method of meeting the particular need of each community.

The Jeanes supervisor should have a knowledge of music, not necessarily formal music, but enough of the fundamentals to assist in presenting material to different schools and communities in order to bring the sunshine of song into their lives. There is value in having a few of our own plantation melodies started or pitched correctly in a group meeting, a suitable motion or timely song of some kind taught and sung *with* a class of seemingly dull, listless pupils, an action song started when some pupil shows evidence of being very sleepy, saves many times an embarrassing situation for teacher and pupil. She should also recognize the advantage of catchy songs set to games for both out- and indoor exercises.

The Jeanes Supervisor should find time to do just “heaps” of reading pertaining to school work *and otherwise*. She should have numbers of suitable stories to apply in student and parent work. She should be able to advance new ideas through such constructive methods that community people, pupils,



teachers,—all will feel the urge to cooperate in the many projects Jeanes Supervisors find it their duty to attempt. She should have a practical knowledge of rural life and customs, that is, aside from professional training she should know local conditions surrounding pupils, parents, and teachers. Regardless of age, training or experience, she should have actual classroom experience *aside* from that given in observation or practice-teaching in the teacher-training department. She should be able to *demonstrate* as well as suggest better teaching practices where needed.

She should be able to advise, assist, plan, make, and show how to use by using suitable material for teaching under any creditable course of study.

She should, in other words, be a capable, well-trained, resourceful teacher, one able to understand, sympathize with and help pupil, patron and teacher.

High schools, teacher-training schools, Rosenwald schools, and one-teacher schools,—all are numerous in Louisiana. In most instances, well-educated teachers are employed in these schools, teachers for the most part who are willing to do their best in the work of training and developing the pupils under their care. But all of these teachers are not yet rounded out and able to meet the manifold duties of these schools and communities. There are many to them seeming impossibilities that they are expected to meet. There is scarcely anything impossible when we know how, but the teachers need assistance. They need sometimes to know how to connect school work with local interests. They need sometimes to know both groups in this little community where their every action is being observed so carefully by all. They need to know how to allow for many seeming discourtesies. They sometimes need to know how to work out their own salvation and earn for themselves a reputation worthy of the work they are trying so earnestly to do.

What should be the qualifications of the Jeanes Supervisor in these school communities? She needs the qualities of a diplomat. For here she must have the disposition and training that will enable her to stay in the background and indirectly guide the affairs until the desired end has been secured. She should then be a good organizer. A good Parent-Teacher Association is an asset to any school. A good Jeanes teacher organizes informally at first, then decides or allows the people to decide on the particular name or type of organization they prefer. For how are we to secure patron cooperation in securing better attendance, hygienic measures, school improvement and the many needs of a community unless we have the community forces well organized? The Jeanes Supervisor must have the knack of knowing how to do or help to do the organizing while giving the patrons and teachers the credit and all official positions in the organizations.

She must if necessary lose sleep, lose the joy of being understood, accept discourtesies, take rebuffs, walk sometimes, ride in all manner of conveyances, work, teach, almost preach, but she must and gen-

erally does stay in the work. Her work is being recognized. No more, or seldom, do *our own people* think of her as a drudge or lackey who receives *no* courtesies while working.

Many times the Jeanes Supervisor must be able to fill the position of general community nurse. She must strive to put in a sanitary condition homes not interested in such measures. She has to teach the law of cleanliness as applied to right and upright living. She must be able to plan demonstrations that will be far reaching enough to bear repetition. This does not include *only* the pupil's ability to reproduce literary selections taught them, but it may include demonstrations in bedmaking, in cleaning a room, in table setting, in bathing the baby, or in many of the other demonstrations supervisors use in order to secure and hold the interest of their people. And when the Jeanes Supervisor is able to put across one of these hygiene-sanitary measures she is assisting every group or groups found in the community. For rich and poor must share in the danger and disease resulting from insanitary conditions in any community.

The Jeanes Supervisor must be able to inspire and create a desire for high ideals for character building. She must work for results in the form of better citizens, for respect for law and order, for a dividing line between immoralities on the one hand and cleanliness of body and mind on the other.

In order to safeguard herself in securing these improved conditions, she must be able to work with individuals, with organizations, with school officials, with every one until a minimum of ignorance and vice is found in her territory.

In answering the question as to what are the qualifications of a Jeanes Supervisor, I would, in addition to qualifications previously mentioned, add that in order better to meet the need of the type of people supervised she should have been reared in a rural section, should have had her high school and two years of teacher-training work in or near a rural section, should have taught one or more years in rural schools, then following her other two years in college, to rub off the newness of her college degree, she should teach a year in high school. If to this she could add the experience of a year in a one- or two-teacher school under the direction of a strong supervisory influence, she would enter the work of Jeanes supervision with a marked fitness for the many duties she will find in that field of work.

#### IS YOUR CHILD THE 1 OUT OF 100? IF NOT, WHY NOT?

(Continued from Page 7)

feeling of a new social responsibility that was not then articulate. Our present day education is or should be a complete organic reconstruction of home life, school life and of intercourse between two generations which would help bring us out of social chaos into racial, inter-racial, national and international co-operation.

# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Office of Publication: State Department of Education,  
Capitol Building, Charleston, W. Va.

Subscription to non-members \$1.50 per year.

Published This Year November, December, January,  
February, March, April, May, June, July.

Application for entry as second-class matter is pending.

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**EARLY LAST FALL** Mr. N. C. Newbold, Head of the Division of Negro Education in the Department of Public Instruction of North Carolina, offered to be one of 200 persons in the South to contribute \$15.00 as an affiliating fee in the National Association of Teachers in Colored Schools, this amount to be paid at the rate of \$5.00 per month for three months. Mr. Newbold was the first to complete payment on the suggested plan. A number of persons have already joined in with this plan, but we are still far from the 200 suggested by Mr. Newbold. Special letters have been sent out to a large number of people asking their cooperation in this effort, replies to which are coming in slowly. A list of those who are participating in this plan will be published in an early issue of The Bulletin. In the meantime, the Executive Secretary urges those interested in the campaign to place the Association on a sound financial basis to indicate to him their willingness to cooperate with Mr. Newbold.

The amount paid on the Newbold Plan may be applied on a life membership in the National Association. It is gratifying to note that several life members have made this additional contribution to the finances of the Association.

The following schools have taken out life memberships in the Association. It is hoped that many other schools will follow their lead:  
**Byrd Prillerman Junior High School, Amigo, West Virginia, Ballard Early, Principal.**  
**DuBois High School, Macdonald, West Virginia, Lee A. Toney, Principal.**

**THE EXECUTIVE SECRETARY** has just returned from a trip to Florida where he engaged in an intensive campaign for memberships in the Association. The principal cities and towns in the State were visited and the teachers showed an enthusiastic interest in the work of the Association. We were pleased to hear so many favorable comments from teachers upon the appearance and content of the Bulletin. Four hundred and six Florida teachers have joined the Association during the campaign that is now in progress. This places the State in a most favorable position in the rank of States showing an interest in the work of the organization. It is hoped that other States may emulate the example of Florida by increasing their interest in our membership campaign.

**TEACHERS** in the counties, districts, cities and schools of the several states have enrolled 100 percent in the National Association of Teachers in Colored Schools for the current year. Superintendents and principals are taking a very commendable interest in the membership campaign and are encouraging their teachers to join the Association.

**A SERIOUS EFFORT** is being made to secure 100 new life members in the National Association of Teachers in Colored Schools prior to the annual meeting at Petersburg, July 22-25. A splendid beginning has been made. The Executive Secretary is endeavoring to build up a permanent fund from life memberships, affiliating memberships and donations that will yield an annual income to the Association independent of the annual membership dues. If the Association can secure a substantial number of life members, its financial future will be secure.

The Bulletin again reprints on page 25 from the *Voice of Lafon*, one of the New Orleans City School Bulletins. Although local in color these articles are little sermons for teachers of grades in any school.

**THE OFFICERS OF STATE ASSOCIATIONS** are urged to send to the Executive Secretary the names and addresses of their delegates elected to the annual meeting to be held at Petersburg, Virginia, July 22-25.

Only duly accredited delegates will have a voice in the deliberations of the Delegate Assembly. Any state that fails to elect delegates will necessarily be deprived of an opportunity to assist in transacting the business of the organization. Each state association is also entitled to one member on the General Council. This member should be elected by the State Association and the name sent to Wm. W. Sanders, Executive Secretary, Charleston, West Virginia.



## Life Memberships Completed During the Current Year

**Alabama**—President H. C. Trenholm, State Teachers College, Montgomery.

**Florida**—President J. R. E. Lee, Florida A. and M. College, Tallahassee.

**Georgia**—President W. M. Hubbard, A. and M. College, Forsyth.

**\*Mississippi**—President Wm. T. Holmes, Tougaloo College, Tougaloo.

**North Carolina**—President S. G. Atkins, State Teachers College, Winston-Salem.

President H. L. McCrorey, Johnson C. Smith University, Charlotte.

**Tennessee**—President W. J. Hale, State A. and I. College, Nashville.

President Thomas E. Jones, Fisk University, Nashville.

Prof. W. A. Robinson, Principal, Austin High School, Knoxville.

**West Virginia**—President John W. Davis, West Virginia State College, Institute.

\*President Holmes has taken out a \$5, a \$10, a \$25, and a \$30 Life Membership in the N. A. T. C. S.

## West Virginia

**COUNTIES**—McDowell, Upshur, Wood.

**DISTRICTS**—Adkin, Big Creek, Brown's Creek, Elkhorn and Northfork in McDowell County; Marshfork in Raleigh County.

**SCHOOLS**—*Agimo*, Byrd Prillerman Junior High, Ballard Early, Principal.

*Bramwell*, Bramwell High and Elementary Schools, E. A. Bolling, Jr., Principal.

*Buckhannon*, Victoria, C. W. Warfield, Sr., Principal.

*Elkhorn*, Elkhorn District High, Ulysses Prunty, Principal.

*Excelsior*, Big Creek District High, J. Cortez Cooper, Principal.

*Gary*, Gary High, R. H. Harris, Principal.

*Institute*, West Virginia State College, John W. Davis, President.

*Keystone*, Keystone-Eckman, J. L. Harrison, Principal.

*Kimball*, Brown's Creek District High, J. W. Moss, Principal.

Kimball-Tidewater, S. G. Hough, Principal.

*Lewisburg*, Lewisburg Junior High, Earle C. Smith, Principal.

*Macdonald*, DuBois High, L. A. Toney, Principal.

*Morgantown*, Beechurst, Arthur Barnett, Principal.

*Northfork*, Northfork District High, J. M. Belcher, Principal.

*Parkersburg*, Summer High School, J. Rupert Jefferson, Principal.

*White Sulphur Springs*, Chas S. Arter, Principal.

*Winona*, G. R. C. Crawford, Principal.

*Welch*, Dunbar Junior High, James H. Byers, Principal.

## Schools Which Have Enrolled All of Their Teachers in the Association

### Florida

**COUNTIES**—Dade.

**CITIES**—Miami, Tallahassee.

**SCHOOLS**—*De Land*.

*Goulds*, James U. H. Simms, Principal.  
*Jacksonville*.

*Lake City*, H. L. Rountree, Principal.

*Lakeland*, W. A. Rochelle, Principal.

*Liberty City*, Wm. P. Holmes, Principal.

*Live Oak*, F. M. College, R. L. Holley, Principal.

City School, D. C. Coleman, Principal.

*Miami*, Coconut Grove, Frances S. Tucker, Principal.

Dunbar, Lillie C. Evans, Principal.

Booker T. Washington Elementary, E. J. Granberry, Principal.

Booker T. Washington Junior and Senior High, E. J. Granberry.

*Ocala*, Howard Academy, T. D. Dansby, Principal.

*Orlando*, L. C. Jones, Principal.

*Pensacola*, Washington High School, C. S. Long, Principal.

*Sanford*, J. N. Crooms, Principal.

*Tallahassee*, Florida A. and M. College, J. R. E. Lee, President.

City Public Schools, R. H. L. Dabney, Principal.

### Mississippi

*Alcorn*, A. and M. College, L. J. Rowan, Principal.



—Audubon Society

Robin

## VACATION ACTIVITIES PROJECT

Mrs. H. A. Whiting, Supervisor of the schools of Charlotte, N. C., last year outlined a program for the teachers of Charlotte, N. C., showing how the pupils might spend their vacation in a profitable manner. This year the pupils of the 6th and 7th grades of the Second Ward High School gave a splendid exhibition of their vacation activities. This exhibit consisted of princess slips, dresses, canned fruit, flowers, and a very substantial wagon built by one of the boys. Prizes were given for the best work. Our cover page illustrates a project of airplane building as presented by Morgan School. The first Ward School illustrates its project of Street Car Activities and Train Activities is the project of the Alexander Street School, Miss Tyson, teacher. We are also publishing two types of letters sent out by the supervisor to teachers and parents with reference to the vacation activities.

### SUBJECT: VACATION ACTIVITIES

DEAR CO-WORKER:

Through your effort, your pupils have made great strides in class room activities—but what about carrying over the idea in their lives during the summer vacation?

We should be much interested in such a vital movement, as our (colored) children frequently lack adequate parent-direction and environment conducive to growth of the whole child. Should this not be a challenge to us to plan for this period so

that they may continue to grow in habits, ideals, etc. set up in our class rooms?

Here are some activities which our pupils may carry on—

1. Study of Birds.
2. Study of Stars.
3. Study of Flowers.
4. Study of Trees.
5. Study of Insects.
6. Study of Leaves.
7. Study of Shells.
8. Aquarium (Gold fish).
9. Raising chickens.
10. Rabbits.
11. Gardening.
12. Canning and Preserving.
13. Carpentry:
  - Making Play House.
  - Making Boats.
  - Making Store.
  - Making Toys.
  - Making Airplane.
14. Selling Papers.
15. Magazine Subscriptions.
16. Curb Market:
  - Selling Vegetables.
  - Selling Fruits.
  - Selling Garden seed.
  - Selling Eggs.
  - Selling Ice cream.





Selling Lemonade.  
Selling Soft drinks.  
Selling Flowers.

17. Cleaning and general care of front and back yards.
18. Reading.
19. Planning a picnic.
20. Building a cave.
21. Clay modeling.
22. Summer Collections based on activities.
23. Photographs of phases of activities.
24. Dairies on Summer activities.
25. Original poems.
26. Original stories.

### Opening of School

Children return to school in fall briskling with ideals—anxious to tell others of them. This affords a basis for subject matter and makes an easy transition to school work.

### School Assembly

Vacation activities also furnish excellent material for Assembly Programs at the opening of the school year.

### Letter to Parents

A letter is being prepared to send to the parents that they may assist in this enterprise.

### Letter to Pupils

Another letter is being prepared for upper grade pupils, giving them a list of books that will help them in such work.

Yours very truly,

(Mrs.) H. A. WHITING.

April, 1929.

Charlotte, N. C., April, 1929.

DEAR MR. AND MRS:

We are trying to make suggestions that the school children may be given more and more opportunities, during their vacation, to do things of greater educational value.

Aside from their regular home duties, as cleaning, dusting, laundering, making the bed, setting the table, cooking, washing dishes, buying groceries, chopping wood, stacking wood, bringing in fuel, etc., these children, as you know, have strong inclinations to do lots of other things in which they are interested.

Each teacher has been provided a list of such things (vital things) known as vacation activities for children.

A list of books also, have been furnished the teacher that she may help each pupil select a book that will help in his special activity.

Will you help us in this move by giving all possible encouragement to your child's effort and desires?

WE THANK YOU!

## Are you a Helper?

A splendid way to help the cause of Negro education is to invite your friends to join the N. A. T. C. S. The association should have ten thousand paid up members on its roster at the Petersburg meeting. Each member is invited to assist in the effort to reach this goal. A card addressed to the Executive Secretary will bring information and other material.



Store Keepers

## Sick Leave For Teachers

That teachers are slowly becoming professionalized is apparent to anyone who has followed even casually the development of a group consciousness among them during the past ten years. Progress towards professionalism, however, is retarded by certain practices applied to teachers which are unworthy of a profession—unworthy because in many of their applications they are unfair.

An example of such unprofessional practices is the plan still widely followed of making deductions from a teacher's salary for a day's absence, even though the absence is caused by sickness or other unavoidable conditions. Such a practice is not followed in other professions. It is not even used in the business world, a realm of activity where sentiment is assumed to have no place, and where reward is thought to be accurately determined by the services rendered.

No business executive today is so unbusinesslike as to "cut" his stenographer's salary when she is sick a day, or to so penalize his bookkeeper when some misfortune causes him to be absent for four or five days. Against the actual number of hours served the executive weighs the *esprit de corps* and the general welfare of his assistants. If such an attitude pays in business it should also pay in the professions. In fact, it does pay even in the teaching profession when it is permitted to function.

For example, the school boards that have established the sick leave for teachers are known to profit by attracting into their schools better trained and more contented teachers than they were able to employ before instituting the plan. To be sure, certain of the sick leave plans now in use are yet characterized by inequalities. Some of these operate against the boards of education; others against the teachers. But at least they represent an effort to do justice to the teacher, and it is better to wrestle with inequalities than to suffer injustice such as prevails when no sick leave is provided.

A case in point is the classroom teacher who, because of her low salary, feels the salary deduction keenly. Except for long terms of absence, the superintendent—or the janitor—is seldom asked to pay for days absent from work. Even the principal, in the majority of cases, suffers no "cut." But the classroom teacher, for some reason not easily explained, is asked to pay for each day she fails to be at her desk.

The reason commonly advanced for the deduction is the lack of money with which to pay a substitute and the teacher for the same work. This, of course, is no reason. It is an excuse—the same excuse that has been offered in times past for poor buildings, insufficiently trained teachers, short terms, and the other deficiencies that measure a lack of progress. But these needs of the child have not been neglected. In increasing measure today they are being supplied. So will the needs of the teacher be met when the public rightly understands the difficulties under

## Why Teachers Fail

Nothing has quite the wide interest that the success or failure of teachers has.

We are interested as students.

We are interested as parents.

We are interested as taxpayers.

Some years ago Sherman Lettler made an exhaustive study of the failure of teachers, and in that study uncovered seventeen fundamental causes of failure, and these seventeen findings are still the main sources of inefficiency in our school rooms.

The seventeen causes of teacher failure are these:

1. Lack of control over the technique of teaching.
2. Lack of ability to maintain order and discipline.
3. Lack of mastery of subject-matter.
4. Lack of intelligence.
5. Lack of effort.
7. Lack of adaptability.
6. Lack of initiative.
8. Lack of common sense.
9. Lack of physical energy.
10. Lack of standards of achievement.
11. Lack of ability to carry on.
12. Lack of singleness of purpose.
13. Lack of sympathetic understanding of pupils.
14. Lack of social background.
15. Lack of knowledge of what pupils can do.
16. Lack of personality.
17. Lack of moral standards.

If every teacher in the nation would check himself or herself against these seventeen causes of failure, with a complete honesty of analysis, we might remake our schools within a few years.

Great teachers are great men and great women. We need never expect to have an over-supply of great teachers, therefore, for the race does not throw up a great many great men in any generation. But we must keep up the quest of teachers who bring to their task an informed technique, accurate and wide knowledge, intelligence, energy, initiative, adaptability, common sense, high standards of personal morals and professional achievement, singleness of purpose, sympathy, a rich social background, and an inspiring personality.

And when we find them—we shall pay them a pinch-penny wage, and then wonder why more Leonardo da Vincis and Michelangelos do not flock into the teaching ranks!

DR. GLENN FRANK, *President of the University of Wisconsin, and Famous Editor.*  
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which the work of the teacher is being advanced to the status of a profession. One of these difficulties will be overcome when the teachers insist that the "pay for the day" attitude is divorced from the agreement under which he works.—*Alabama School Journal.*



# WHAT SHOULD HOME ECONOMICS IN THE HIGH SCHOOL AIM TO DO FOR THE GIRL OF TODAY?

By MARY EUBANKS, *West Virginia State College*

I see this question from two view points, first from the broad democratic view—the preparation of all high school girls as to their duties for tomorrow, then as to the preparation of our particular racial group for their duties of tomorrow. I believe that doing the thing next to us would give us greatest results. The first we should do and the latter we should not leave undone.

The High School population is hetrogenous. Hence the selection of a curriculum is necessarily a complicated affair.

The tendency in the well organized schools is to give a limited amount of home economic training in the junior high school and make it altogether elective in the senior high school. This has brought the continuous cry from the home economic women for more time, more students and greater emphasis on this work which can be and is the pivotal point for the rise and fall of nations.

The late census figures show that 85% of the women of the United States marry.

Most of the states have a compulsory system of education for the ages between 6 and 15.

If within this time a proper appreciation to guarantee the election of home economics in the high school could be put over, then we might hope that the real magnitude and importance of woman's responsibility might be so clearly mirrored that the high school girls would feel the need of further preparation before entering upon their sacred duties of life.

I call your attention to the fact that of the 31,000,000 elementary students who enter the grades, only 30.5 percent enter high school, and only 11.1 percent of the ones who enter high school graduate, or even become fourth year students. Two percent of 31,000,00 elementary students enter the freshman college class and only 1/10 of this number graduate from the collegiate courses of our colleges. Now it is an infinitesimally small number of these who enter the course in home economics. This should not be.

The world has too long relied on native ability to look after the prenatal condition of the race of man, to feed and rear our children, nurse our sick and plan recreations; yet it demands the highest technical training plus native ability to take care of the lesser affairs of life.

Four thousand of the schools in the state of Illinois are taught by young people without any professional training. Two-thirds of this number are not even high school graduates. In some places these are required to teach home economics proper. What kind of schools could they direct to say nothing of home economics training? Properly speaking the general aim of a course in home economics would be that of functioning ideals, the development of high stand-

ards, integrity, workmanship, punctuality, and responsibility.

The Specific aims might be denominated as follows:

An appreciation of the scientific problems of household management, an appreciation of woman's responsibility as handler of the family income, as selector of standards, and guardian of the mental, moral, and physical health of the people, an appreciation of ability to select proper clothing and look after the family's civic relations.

The home economics course should attract the woman's attention, arouse her interest, and insure her welfare by bringing to her biddings—

First: What ever science may offer as to economy of time and energy; viz., electricity with its illumination, sweeper, duster, washer, refrigeration, motor ironing and sweeping.

Second: An appreciation of the fact since woman is the spender of from 75 to 90% of the word's income, it is she who will decide the farming out of what was once considered as essential household labors of laundering, baking, dressmaking, tailoring, etc.

Third: That as an organizer and selector of standards she organizes her own household into an effectual working group and sets the standard for the social life of her home, making her standard of culture, pleasure, and general entertainment an initial feature in her community life; as hostesses vie with each other as to who will put over the most up-to-date or intellectual social affair.

Fourth: We must develop an appreciation of woman as the balance in the scales of the mental, moral and physical health of her family. Her ability to select, prepare foods and serve properly all members of her family with due regard to age, occupation and physical condition; thereby in many cases eliminating the doctor and changing the puny child or man of mal-digestion into a happy, strong robust, well-developed individual.

Now let us make a few suggestions for a four year high school course that would tend to induct the girl into the life of which she is to become a part.

In *first year* high school when the girl is getting herself adjusted to the new life, she might be given, by the vocational advisor or teacher of home economics, garment construction and textile studies with both hand and machine sewing, making such garments that would prove useful for day nursery and asylum work. This would carry more interest than mere sewing. She now will be meeting definite needs and will be doing a part of the work to which humanity is called. The second half of the year's lesson in food preservation might be given with

demonstration and practice in preparing and serving simple meals.

In the third year we might stress home management, family budgeting and home care of the sick.

The fourth year we would give to dietetic values, calorie requirements in food, with a few weeks for appreciative and renovative millinery.

Civic or community interests should have from five to ten weeks, for the girl must know how to best take her place in the newly found political freedom of the woman of this generation.

For my particular racial group I would advocate vocational home economics in our high schools, thus bringing our schools to the rescue of our particular need. Almost all the wage-earning avenues for women are closed against us. Millinery is a fine art and requires much native ability which is most frequently found and developed through apprenticing, but since we cannot be apprentices we should put it into our schools and see what girls may discover themselves there.

At present our main opportunities for wage earning are school teaching and domestic service. The former is well crowded and the latter carries a social stigma that we are past due to get rid of, and again it robs us of initiative and self reliance, which are very strong threads in the weave of character.

In summing up what high school home economics should do for the girl of today, I would say give her a deep appreciation of the various phases of the work of the home; impress her with the grave importance of her position in life, and strive to so awaken her that she may see the need of thorough preparation for the work awaiting her.

I quote the working woman's creed—"I believe that every woman needs a skilled occupation developed to the degree of possible self support.

She needs it commercially, for an insurance against reverses.

She needs it socially, for a comprehending sympathy with the world's workers.

She needs it intellectually for a constructive habit of mind which makes knowledge usable.

She needs it ethically for a courageous willingness to do her share of the world's work.

She needs it aesthetically, for an understanding of harmony relationship as determining factors in conduct and work."

## Meeting of the American Association for Adult Education

The Fifth Annual Meeting of the American Association for Adult Education will be held in Chicago, May 12, 13, 14 and 15, at the Edgewater Beach Hotel. Plans for the program include a discussion of rural adult education, alumni education, art in American life, and radio education. The program will be announced in detail at a later date.



## Quid Futuri

By MARIE EVANGELINE FERGUSON

Wonderful children of every hue

What does the future hold for you?

Will there be laughter, or will there be tears

Ere you have finished your span of years?

Beautiful children of every hue

There's a place for me, there's a place for you.

Be strong, be brave and falter not

God will take care of you whatever your lot.

## Radio in the Schools

By COLLIN B. KENNEDY, *President*

*Collin B. Kennedy Corporation*

The Federated Radio Trade Association, in associating itself with the movement to place radio in schools, is undertaking a splendid work.

Radio has already demonstrated its educational possibilities, and should become a most vital factor in our school system.

Radio has, and can, do more than possibly any other medium to quicken the thought of its listeners, and this would seem to be especially true in the case of school children who are obviously more susceptible to the spoken than they are to the written word.

We should look forward to seeing radio a standard part of the school program in the very near future.



# THE ENTHUSIASTIC RESPONSE TO A SOCIALIZED RECITATION

*By JULLIETTE HOLLEY, Bramwell, West Virginia*

One very gloomy day, at the beginning of the last period pupils of my Eighth Grade History Class drifted listlessly into my room looking as if nothing could have been more distasteful than the cold facts of United States History that they were facing.

This set me to thinking. Why not a History project that would stimulate such a keen interest on the part of the pupils that they would see in history not a thing of dread but a vital subject, in which a group of people at a previous time reacted much in the same manner as they would have?

After careful planning I evolved a method of "Socialized Recitation," in which all the class could take part.

After the first day's lesson, was assigned, the first pupil was called upon for a summary of the past lesson. He of course was assisted by the others when anything was omitted. This pupil in turn called upon another who took the chairman's seat and recited on one of the topics, which were listed on the board. When he had finished his recitation the pupils were instructed to stand quietly, and when their names were called, might ask any question, or add any bit of information, comment or praise.

No one could speak out of turn unless recognized by the pupil in charge. This form continued until all the topics listed were completed. Then the last to recite called upon someone else.

If any question or debate, came up, the pupil in charge made a note and it was discussed with the teacher at the end of the class period.

This type of recitation was entirely successful and the feeling of satisfaction, on the part of the student who had been able to answer all the questions of his classmates during his brief reign as chairman was mirrored on his face.

The period was up much too soon and quite often they'd exclaim—"Oh! It doesn't seem as if we've been in here any time!"

Some comments on this form of recitation have been that the duller pupils have little chance. In order to counteract this, I instruct the student in charge to give them the preference when a number are on the floor at one time.

The next question is the manner of discipline. The students are cautioned to be very courteous to each other and to respect the rules of the chairman. Since each of them gets a chance to act as teacher, they get a great deal of pleasure, in trying to act like grown-ups.

The next and very important note is, that the teacher with her grade book, in the rear, has ample time to weigh the mentality of the students and give

each case careful study. The students are also free to express themselves and seek to find a reason for all important questions. The recitation is so natural and so much their own, that they seem to consider each recitation a challenge to their mentality.

The weekly quiz provides a check on the amount of knowledge retained by pupils, and compared with the former plan of recitation, I find the majority make higher grades.

This project was so satisfactory, that we use this form of recitation the greater part of the time, and when I observe the enthusiasm of the pupils, I am forced to conclude that if education is to fit the child to meet problems of every day life, he must be taught to think clearly, and this training is a long step in the process.

## A Maid Who Can Knit and Sew

I know a little maiden who can knit and who can sew,

Who can tuck her little petticoat, and tie a pretty bow;

She can give the thirsty window-plants a cooling drink each day;

And dust the pretty sitting-room, and drive the flies away.

She can fetch papa his dressing-gown, and warm his slippers well,

And lay the plates, and knives and forks, and ring the supper bell;

She can learn her lessons carefully, and say them with a smile,

Then put away her books and slate and atlas in a pile;

And soothe her little brother when he flies into a rage;

She can dress and tend her dollies like a mother, day and night—

Indeed, one-half the good she does, I cannot now recite;

And yet there are some things, I'm told, this maiden cannot do.

She cannot say an ugly word, or one that is not true—

Who can this little maiden be? I wonder if it's you?





## Vocational Agriculture Aids Community Development

By F. T. MITCHELL, *Assistant State Supervisor, in Agricultural Education, State Department Education, Arkansas.*

The teachers of vocational agriculture is recognized in his community as a leader in all things that point to betterment of agricultural conditions. He must be alert and always on the job if he is to command the respect and following of his constituency. It must be kept in mind that the work in the classroom is only a part of his job.

When a teacher of vocational agriculture goes to a community, he first of all makes a survey of that area. The data he collects relates to all phases of activity of the community life. True enough every farm is not canvassed, but a liberal random sampling gives the teacher a satisfactory working basis. The three steps involved in survey making are closely followed, special emphasis being placed on the utilization of the survey summary.

From this survey summary, may be gleaned the economic, social, religious and educational status of the community. The problem of the best means of utilizing this data, as it relates to agriculture, immediately confronts the teacher of vocational agriculture.

Naturally the economic status of farming takes precedent over other factors. Until a community is on a sound economic basis, lasting and satisfactory progress along other lines is questionable.

As a means for getting this data before the farming element of the community, the vocational agriculture instructor calls together the farmers, presents facts and directs the formation of a specific, definite and well planned program of action, looking to overcome those practices that interfere with the farm producing a satisfactory living wage. Experience has shown that by selecting a few practices that need immediate attention and changing or remedying these, much more progress is apparent than if all of the poor practices were given consideration at one time. Such factors as good planting seed, proper fertilization and terracing usually command first attention.

In making the course of study for vocational agriculture classes, much attention is given the survey summary. These courses are built around the agricultural needs of the community, as reflected in the survey. In this way the teacher is assured of dynamic, vital and purposeful courses, because of local needs and color. There are courses offered for boys in school, another course looking to get the "drop-outs" back in school, farm problem courses for adult farmers and courses on home garden, home poultry flock for the home-makers.

The secret of success of a vocational agriculture teacher and his program of community betterment are both determined by the ability of the teacher to make the patron farmers feel a need for and have a desire to better their own economic status.

## Notes on the Contents of the "Survey of College Entrance Credits and College Courses in Music"

An investigation which has an important bearing upon the educational relation between the high schools and the colleges is summed up in a new book, "Survey of College Entrance Credits and College Courses in Music," prepared under the auspices of the Research Council of the Music Supervisors National Conference and published by the National Bureau for the Advancement of Music. The publication of the book was made possible by a generous appropriation from the Carnegie Corporation—another instance of its longstanding interest in college education.

The particular aspect of the above relationship between schools and colleges which is touched upon by the book is the effect upon the high school curriculum of the attitude of the various colleges toward music as a subject for entrance and undergraduate study. As the survey shows, there has been of late an increasingly more favorable attitude to music upon the part of a majority of the colleges. Of the 594 institutions tabulated, seventy-six percent accept music for entrance, while more than three-fourths offer musical instruction.

One challenging statement as to the choice of a college by a musically-minded student is made during the course of the book, as follows: "With all of these facts in mind, what shall we say to the high school student who is intending to go to college? Shall we not let him know that he can obtain recognition for his high school work in music in about eight out of ten colleges, and that for every one of the colleges which does not grant credit in music there is one institution of parallel value which does grant credit? Let us also assure him that if after he enters college he wishes to continue his music study he will find that nine out of ten colleges will allow him to do some music toward his degree.

"This study, therefore, should make it clear that there is every reason for students to include music in their programs because of its high educational value and because of its helping specifically toward the obtaining of a college degree."

This volume is largely devoted to a tabulation of the replies received from 594 institutions. These are arranged alphabetically in tabular form so that a comparative view is easily obtained. There is also a short paragraph for each of the institutions which summarizes what its practices are regarding music. By this means, parents or principals may quickly ascertain what any given institution will do with music by consulting these summaries which were submitted to the administrative offices and were approved by them before they were printed in this volume.

One of the most interesting sections of the book is that chronicling a supplementary study made

(Continued on Page 22)

# GENERAL INTERRACIAL CONFERENCE OF CHURCH WOMEN, OBERLIN, OHIO, JUNE 20-22, 1930

## PRELIMINARY INFORMATION

### Time and Place—Purpose and Program

The Church Women's Committee of the Commission on Race Relations, Federal Council of Churches, will hold its Third Biennial Interracial Conference of Church Women at Oberlin, Ohio, June 20-22, 1930. The two previous conferences, held at Eagles Mere, Pa., brought together white and colored church leaders for a frank facing of the problems that confront racial groups in America and for an earnest seeking of methods to solve these problems in the list of Christian teaching. For this third conference the central theme will be "Tomorrow in Race Relations" and the discussion periods will be given to a study of the attitudes of young people; what they are learning about people of other races; how this learning is acquired, and what church women can do to promote truly Christian attitudes and action. Expert leaders of wide experience and reputation will lead the discussions, which will be based on the findings of a nation-wide study. It is the hope and expectation of the committee that definite plans will be formulated and practical steps outlined so that the delegates can go home from Oberlin armed with constructive suggestions for work in their own groups.

The evenings and the closing Sunday morning session of the conference will be given to inspirational talks. Among the speakers already secured are Dr. Mordecai Johnson, President of Howard University at Washington, D. C., and Dr. Will W. Alexander, Secretary of the Commission on Interracial Cooperation, Atlanta, Ga. One evening will be young people's night, when it is planned to have the meeting in charge of an interracial group of students.

No questions facing the world today bring a greater challenge to Christians than those which have to do with this matter of race relations. Church leaders everywhere are recognizing their need for knowledge, understanding and spiritual power in order to meet this challenge. The fellowship, the discussions, the inspiration of the Oberlin Conference will do much to help.

### Who Should Attend the Conference

Attendance is limited to 200 and it is desired to have an equal division racially, as far as possible. It is suggested that where denominations have no non-white members but have racial workers among such groups they send some of these workers as delegates. Denominational Boards should send headquarters secretaries, Board members and representative district or local church leaders. Delegates' names and addresses should be sent as early as possible to the secretary of the Conference, Miss Katherine Gardner, 105 East 22nd Street, New York.

### Expense

Oberlin is a short distance from Cleveland and may be reached by train, bus or trolley. The college authorities are providing entertainment at a cost of \$2.50 a day per person for room and board. A registration fee of \$2.00 for each delegate will be charged to help meet the expenses of travel of speakers, printing, clerical service, etc.

## TENTATIVE PROGRAM

Topic: TOMORROW IN RACE RELATIONS.

### Friday Morning, June 20

Registration.

General Session—"The Purpose of the Conference."

### Friday Afternoon

Round Table Discussions.

Group 1—"Race Attitudes in the Home."

Group 2—"Race Attitudes in the School."

Group 3—"Race Attitudes in the Community."

Social Hour.

### Friday Evening

General Session with address by Dr. Will W. Alexander.

### Saturday Morning, June 21

General Discussion Session: "Race Attitudes in the Church."

### Saturday Afternoon

General Session: Reports from discussion groups and recommendations.

### Saturday Evening

Young People's Program.

### Sunday Morning, June 22

Closing Session with Address by Dr. Mordecai Johnson.

## School Subjects Prominent on Mental Hygiene Program

Schools, education and the relation between teacher and child hold prominent places on the program of the First International Congress on Mental Hygiene, just announced from administrative headquarters, 370 Seventh Avenue, New York City. This Congress is to be held at Washington, D. C., May 5 to 10, 1930. It is expected that educators, psychiatrists, general medical practitioners, psychologists, social workers and others will be present from many countries. Mr. Hoover has accepted the honorary

(Continued on Page 22)



# ANNUAL SPRING CONFERENCE FOR NORMAL SCHOOLS AND TEACHERS COLLEGES, NEW YORK CITY, APRIL 11, 12, AND 13, 1930

The Annual Spring Conference Conducted by the Normal School and Teachers-College Section of the New York Society for the Experimental Study of Education will convene this spring at the Pennsylvania Hotel, New York City, April 11, 12, and 13. This Conference affords a rare opportunity for those interested in the training of teachers to have professional acquaintance with the outstanding leaders in this field. Here will be discussed the prevailing policies and practices, and the problems common to the administration of outstanding teacher-training institutions.

We know of no other contact which could be more thoroughly stimulating to those of us who are living through this crucial period of transition in the conduct of teacher-training institutions.

This organization publishes its proceedings in the form of a yearbook. The Yearbook for 1929 covers many interesting problems in teacher training. The general theme of the Conference, "Cooperation," was considered through four major topics, viz:

- I. Cooperation in attracting, selecting, and training a professional staff for teaching service.
- II. Cooperation in setting up policies and in administering programs of service in a state system of teacher-training institutions.
- III. The teachers-college program of education in the effective use of English, a student-faculty enterprise.

- IV. The teachers-college program of education in health, a student-faculty cooperative enterprise.

The first topic was attacked from the point of view of the joint responsibility of the secondary schools, the normal schools, and the public superintendents. The main theme here is:

Teacher-training institutions should take the initiative, but, at the same time, should work in cooperation with the school people in formulating plans for evaluating students in terms of (a) scholastic achievements, (b) physical fitness, (c) personality traits, and (d) character traits.

The second topic was approached from two angles, (a) the responsibility of the division of teacher-training in the state department, and (b) the responsibility of faculty members. In connection with this topic two fundamental principles were laid down—

1. The training of teachers for the public schools is a function of the state.
2. The state board of education should be the board of control for the state-supported teacher training institutions.

The third topic is presented from two angles:

1. A plea and a plan for the cooperation of ad-



Scene in Arkansas

ministrative officers and members of the faculty in the development of an effective and dynamic program of training in English.

2. The cooperation of each department with the work of the English department. English should be made a cooperative enterprise between faculty and students.

The fourth topic presents the major objectives in a program of health, and procedures for the furthering of the health program.

All of these proceedings are vitalized by first-hand experience that had been actually lived through by the various contributing educators.

For information about the Conference of the Yearbook, write DR. AMBROSE M. SUHRIE, New York University, New York, N. Y.

### SCHOOL SUBJECTS PROMINENT ON MENTAL HYGIENE PROGRAM

(Continued from Page 20)

presidency of the Congress and twenty-eight countries are already represented on the Committee on Organization.

Among subjects bearing on education listed on the program are the following:

(a) Problems presented by children of special type: (1) the child with superior intelligence; (2) the neurotic child; (3) the child with sensory and motor defects.

(b) Organization of special types of clinical service, as grade and high school clinics, college clinics, clinics in social welfare agencies, in courts and elsewhere.

(c) Special problems of adolescence.

(d) Significance of teacher-child and parent-child relationships in character and personality development.

(e) Value of mental hygiene in the school and classroom: grade school, high school, college.

(f) The training of parents and teachers to a more thorough understanding of the child.

(g) Mental hygiene in personal work and vocational guidance.

(h) The pre-school child.

In addition, personal problems of adjustment will be discussed—and a very wide range of topics relating to mental hygiene. The importance of mental hygiene as a health problem will be canvassed, and the part which mental hygiene plays in bringing happier and more efficient relationships into the lives of everybody. Research in the mental hygiene field, psychiatric social service, treatment of patients in hospitals, mental hygiene aspects of delinquency—and many other subjects will be considered.

It is the purpose of the Congress to survey mental hygiene advance throughout the world, and to draft a list of objectives to be sought for in the mental hygiene field in all countries.

Among agencies participating in the organization of the Congress are the National Education Association, the U. S. Bureau of Education, the American Child Health Association, the National Delegate Assembly. All committee reports will be made to this same body. The local committee is preparing a concert to be given on the night of July 23, participated by talent from every section, Congress of Parents and Teachers, and many other health and educational bodies.

Dr. William A. White, psychiatrist of Washington, D. C., is president of the Congress, and Clifford W. Beers is Secretary-General. The Administrative Secretary, John R. Shillady, will be glad to answer all questions.

### NOTES ON THE CONTENTS OF THE "SURVEY OF COLLEGE ENTRANCE CREDITS AND COLLEGE COURSES IN MUSIC"

(Continued from Page 19)

among about 60 of the more than 100 institutions which were not accepting music for entrance or not offering music courses. To these colleges was sent an added set of questions designed to bring forth the reasons behind the figures as to their non-acceptance of music. Those questions were concerned with such matters as the opinions of the respective colleges as to the value of music in education and of the methods employed in high school music. A majority of the replies to these questions were favorable as to the general value of musical education but the answers indicated other conditions as being responsible for the non-attention to music.

Besides its benefiting general musical conditions in schools and colleges, the book was designed as an aid to the individual student with musical leanings who wishes to enter college—just as such a student was aided by the Bureau's former book, "The Giving of High School Credits for Private Music Study."

### State Teachers' Associations

State Teachers' Associations that will meet in April are:

Alabama, at Montgomery, April 10-12; A. G. Dobbins, President; E. Z. Mathews, Secretary.

Georgia, at Macon, April 17-19; H. A. Hunt, President; Mrs. S. W. Malette, Secretary.

Mississippi, at Natchez College, Natchez, April 3-5; J. H. Moseley, President; W. W. Blackburn, Executive Secretary.

North Carolina, at Rocky Mount, April 17-19; W. S. Turner, President; L. S. Cozart, Executive Secretary.

Kentucky, at Louisville, April 15-17; H. E. Mayseek, President; A. S. Wilson, Executive Secretary.

The Bulletin wishes for each of these associations a successful meeting.



# FACTS AS TO NEGRO TEACHERS—NORTH CAROLINA

	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29
No. Employed.....	3884	4196	4595	4732	5037	5309	5569	5743	5952	6177
No. Standard.....	1778*	2086*	2248	2485	2679	3012	3485	3826	4304	4902
No. Non-Standard....	2106*	2110*	2306	2327	2358	2297	2084	1917	1648	1275
Percent Standard.....	45.78*	47.34*	49.82	50.82	53.19	56.73	62.58	66.63	72.3	79.4
Percent Non-Standard.....	54.22*	52.66*	50.18	49.18	46.81	43.27	37.42	33.37	27.7	20.6
No. Two Years College or More...	390*	520*	650*	773	921	1049	1247	1491	1870	2249
Percent Two Years College or More...	10.04	12.66	14.33	16.33	18.28	19.76	22.39	25.9	31.4	36.4

\*Estimated.

During the past ten years the number of Negro teachers has increased from 3884 to 6177 or a net gain of 2293. Within the same period the teaching group has changed from 45.78% standard (i. e. high school graduation or the equivalent) to 79.4%. In other words, ten years ago more than half the Negro teachers were below the level of high school graduation, but today only about one-fifth are of this type. Among the teachers employed 1928-29 there were approximately six times as many teachers with two or more years of college training as in the teaching corps for 1919-20.

## III. ENROLLMENT

	Winston-Salem	Fayetteville	Elizabeth City	A. & T. College	N. C. College	Total
1923-24 .....	35	5	35	39	23*	137
1924-25 .....	92	52	49	43	47	283
1925-26 .....	151	61	49	65	101	427
1926-27 .....	179	107	46	103	106	541
1927-28 .....	181	184	85	157	198	805
1928-29 .....	263	220	114	220	230	1047
1929-30 .....	310	304	196	275	195	1280

Note: 1929-30 enrollment is for the first month only.

## IV. ENROLLMENT IN NEGRO PRIVATE COLLEGES SINCE 1923

	Shaw Univ.	J. C. Smith	Livingstone	Kittrell	Bennett	St. Augustine	Bricks	Total
1923-24 .....	163	87	84	...	...	8	...	342
1924-25 .....	193	116	108	...	...	23	...	440
1925-26 .....	228	159	122	...	...	28	22	559
1926-27 .....	259	214	143	50*	10	49	35	760
1927-28 .....	313	250	142	68	51	65	40	929
1928-29 .....	305	266	150	31	87	70	44	953
1929-30 .....	325	311	181	46	131	107	44	1145

\*Estimated.

## V. ENROLLMENT IN PUBLIC AND PRIVATE COLLEGES

1923-24	1924-25	1925-26	1926-27	1927-28
479	723	986	1301	1734
	1928-29	1929-30		
	2000	2425		

Note: The enrollment in public and private colleges for 1929-30 is more than five times the enrollment for the same institutions in 1923-24.

## ENROLLMENT IN COLORED HIGH SCHOOLS

Public and Private, Accredited and Non Accredited for 7 Years

	Accredited		Total Accredited and Non-Accredited	
	Public	Private	Public	Private
1922-1923 .....	1237	1556	1477	2000
1923-1924 .....	2078	2164	4715	2652
1924-1925 .....	4241	2664	6507	3014
1925-1926 .....	5564	2911	8237	3088
1926-1927 .....	6841	3117	9073	3350
1927-1928 .....	8060	3268	10942	3388
1928-1929 .....	10625	2882	13251	3003

## Number of Graduates for Same Years

1922-1923 .....	84	186	92	218
1923-1924 .....	329	486	380	542
1924-1925 .....	565	447	618	464
1925-1926 .....	707	442	752	458
1926-1927 .....	1025	515	1132	579
1927-1928 .....	1162	557	1234	566
1928-1929 .....	1372	578	1484	591

## Number of Teachers Employed for Same Years

1922-1923 .....	61	119	79	143
1923-1924 .....	157	199	321	224
1924-1925 .....	189	149	331	102
1925-1926 .....	210	158	393	165
1926-1927 .....	277	165	430	167
1927-1928 .....	320	157	491	169
1928-1929 .....	419	160	543	169

Rich Square, Peabody Academy, and Bertie Academy became public schools in 1928-1929, which accounts for the apparent decrease in attendance in private schools. Previous to this, Shaw University had discontinued its high school, and the former National Religious Training School at Durham had become a State supported and controlled school. In addition, the High Point Normal has become the William Penn High School, a part of the city system at High Point. The Waters Training School at Winton, formerly a Baptist School is now the Hertford County Training School, supported and controlled by Hertford County.

## THE GROWTH OF ACCREDITED HIGH SCHOOLS

Years of Accredittment	Public	Private	County Training Schools	Total
1918-1919 .....	4	7	0	11
1921-1922 .....	4	13	0	17
1922-1923 .....	8	16	1	24
1923-1924 .....	14	20	2	34
1924-1925 .....	21	22	4	43
1925-1926 .....	26	23	6	49
1926-1927 .....	33	23	10	56
1927-1928 .....	41	23	13	64
1928-1929 .....	54	22	20	76

County Training Schools are included in the total public high schools.

## ENROLLMENT IN 1922-1923 AND PER CENT OF TOTAL ENROLLMENT IN EACH HIGH SCHOOL GRADE, PUBLIC AND PRIVATE

Year	Public	Percent	Private	Percent	Total	Percent
1st ....	803	53.9	698	36.5	1501	44.1
2nd ....	363	24.4	496	25.9	859	25.3
3rd ....	219	17.1	478	24.9	797	22.9
4th ....	103	4.6	241	12.7	344	7.7
	1488	100.	1913	100.	3401	100.

## SAME FOR 1928-1929

1st ....	5465	41.2	868	28.6	6333	38.9
2nd ....	3489	26.3	776	25.6	4265	26.2
3rd ....	2417	18.3	715	23.6	3132	19.2
4th ....	1880	14.2	674	22.2	2554	15.7
	13251	100.	0333	100.	16284	100.

## PERCENT OF TOTAL ENROLLMENT IN AVERAGE DAILY ATTENDANCE FOR 1922-1923

1st ....	635	79.0	434	62.1	1069	71.2
2nd ....	302	83.1	253	51.0	555	64.6
3rd ....	184	84.0	233	48.7	417	52.3
4th ....	90	87.3	147	60.9	237	68.9
	1211	81.4	1067	55.7	2278	66.7

## SAME FOR THE YEAR 1928-1929

Year	Public	Percent	Private	Percent	Total	Percent
1st ....	4309	78.8	728	83.8	5037	79.5
2nd ....	2826	80.9	684	88.1	3510	82.3
3rd ....	2031	84.0	657	91.9	2688	85.8
4th ....	1628	86.6	614	91.1	2242	87.8

The percent of total high school enrollment in the first year 1928-1929 shows a decrease of 5.2% over the six-year period, while the enrollment in the 4th year increased over this period 8%.

The percent of total enrollment in average daily attendance for Public high schools in 1922-1923 is the same as that for 1928-1929. The Private high schools, however, increased their percent from 55.7 to 88.4, bringing the total percent of average daily attendance from 66.7 in 1922-1923 to 82.8 in 1928-1929.

The average annual increase in the enrollment in public accredited high schools for the last six years has been 1564.66. While the private accredited schools have shown a gradually smaller increase in enrollment from year to year. The average de-

crease in annual increment for six years has been 222.8. With J. C. Smith University having dropped its high school this year (1922) and two others—Livingstone and Bennett—dropping a year at intervals, the total private school enrollment will continue to decrease. At the same time the State Teachers College at Winston-Salem, and the Fayetteville State Normal School have dropped their high schools, likewise the North Carolina College for Negroes at Durham. These students have been absorbed by the local city high schools.

Approximately 50% of our high school graduates go to college the year succeeding their graduation. Large numbers have in former years attended a summer session and sought employment in the elementary schools. Recent rulings governing certification will make this practically impossible hereafter.

	Total Graduates (Accredited)	Number Teaching	Number Entering College
1924-1925 .....	1012	323	465
1925-1926 .....	1149	362	627
1926-1927 .....	1540	507	827
1927-1928 .....	1719	339	926

It will be noted that there was a decided decrease (168) in those entering the teaching profession in the fall of 1928.

Counties whose total Negro School Population in 1926-1927 was 1000 or more and which did not in 1920-1929 have a Public accredited high school for Negroes:

Alamance	Hyde
Anson	Iredell
Bertie	Jones
Bladen	Lincoln
Burke	Orange
Cabarrus	Pamlico
Caswell	Person
Chatham	Randolph
Chowan	Roberson
Franklin	Rutherford
Gates	Scotland
Granville	Stanley
Green	Vance
Halifax	Washington
Hoke	Onslow

Number of Counties with total Negro population of 1000 or more and no public accredited high schools for Negroes..... 30

Number of Counties with total Negro population of 1000 or more and having one or more public accredited high schools for Negroes..... 40

Number of Counties with total Negro school population below 1000, and having an accredited high school for Negroes..... 2  
(Cartaret and Wilkes)

Number of Counties with total Negro school population below 1000, and having no accredited public high schools for Negroes..... 28



A COMPARISON OF TOTAL NUMBER OF GRADUATES FROM RURAL, SPECIAL CHARTER AND PRIVATE HIGH SCHOOLS FOR TWO YEARS '17-28 AND '28-29

	Private			Special Charter			Rural		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1927-1928 ....	52	123	175	311	748	1050	167	399	566
1928-1929 ....	111	265	376	347	761	1108	178	413	591
Increase ..	59	142	201	36	13	49	11	14	25

The increase in educational opportunity for rural boys and girls is evident from the fact that the rural increase is far more than twice as large as Special Charter and Private together.

LENGTH OF TERM IN 137 SCHOOLS OFFERING SOME HIGH SCHOOL COURSES RANGING FROM ONE YEAR TO FOUR, 1928-1929

No. of Weeks....	24	28	30	32	33	34	36	Total
Rural .....	2	3	1	45	...	2	6	59
Special Charter .....	...	...	...	10	...	...	45	55
Private .....	...	...	...	7	1	1	15	24
Total .....	2	3	1	62	1	3	66	138

Of the two schools with the 24 week term, the one at Sunbury is offering 32 weeks this year and the other at Chapel Hill is looking forward to an 8 months term in the near future.

CLASSES OF HIGH SCHOOLS FOR THE YEAR 1928-1929

	Group III					Group II				Group I				
	C-	C	B	A	Total	B	A	Total	B	A	AA	Total	Grand Total	
Rural .....	3	25	6	3	37	11	10	21	1	...	...	1	59	
Sp. Ch. ....	1	10	3	9	23	9	6	15	2	8	7	17	55	
Priv. ....	1	1	..	...	2	4	6	10	3	9	...	12	24	
Total	5	36	9	12	62	24	22	46	6	17	7	30	138	

In 1922-1923 the high school enrollment was 2.3 of total colored enrollment, in 1926-1927 it was 4.2.

Editor's Note: The Division of Negro Education of the State Department of Public Instruction furnished the data of facts as to Negro teachers—North Carolina.

Good Morning Judge!

Here are a few cases to be charged against 7B-5 this month:

Name	Charge
Ira Hudson:	Never volunteering to answer any questions in reading.
Ellsworth Nixon:	Holding up his hand to recite after you have called on some one else to recite.
Everett Blanchard:	Always remembering the "love scenes" in the lessons.
Samuel Scott:	Taking his lunch period in the class from 10:40 to 11:30.
Samuel Delavallado:	Most inattentive member of the reading class.

Walter Berry: Never giving the other fellow a chance to recite. Always wanting to tell everything himself.

Herbert Hadley: Never finding anything interesting to discuss at any time.

Roscoe Turner: The midget and chatter box of the class.

Eli Penney: Possessing an Elgin movement of the tongue.

Alvin Scott: 7B-5's fastest reader and worst pronouncer.

FROM ONE WHO KNOWS.  
—Voice of Lafon.

Do You Know That

There are 1,300 adult Negro illiterates in the city of New Orleans?

That something must be done to better the condition of our group?

That the Orleans Parish School Board has opened seven night schools to care for these needs?

That it is obligatory on our part to go out in the high ways and by ways and hedges and bring them to school?

That education is power?

That the jail at Mound Bayou, Mississippi, an all colored town with a population of about 1200—has been torn down to make room for a commercial building as the jail is no longer needed?

That more than 12,000 boys of our group are registered in the troops of Boy Scouts of the United States?

That just ten years ago more than three-fourths of the working Negroes in the state were employed in farming and domestic service?

—A. J. BELL, Reporter.  
—Taken from the Voice of Lafon.



South American Hut

## St. Nicholas Sold

Purchase of St. Nicholas, one of the most famous literary magazines in America, has been announced by Maurice R. Robinson, President of the Scholastic Publishing Company of Pittsburgh, publishers of the Scholastic, the national high school magazine used as a supplementary text in English and the social sciences. St. Nicholas was sold by the Century Company, who have published it since 1881.

St. Nicholas was founded in 1873 and many of the most famous names in America and English literature for the last fifty years appeared there. Rudyard Kipling's "Jungle Stories" were written for St. Nicholas; Alfred Lord Tennyson contributed poetry, as did Bryant, Longfellow, Whittier, and Christina Rossetti; Louise May Alcott wrote four serials and numerous short stories; and there was work by Robert Louis Stevenson, Bert Harte, Joel Chandler Harris, and Jack London.

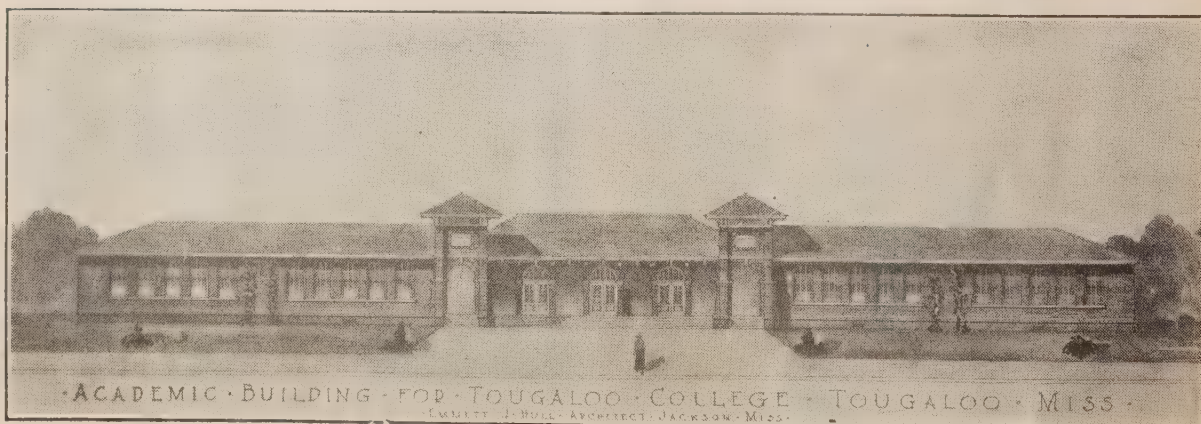
"Little Lord Fauntleroy" by Mrs. Frances Hodgson Burnett, "Joan of Arc" and "A Boy's Life of Mark Twain" by Albert Bigelow Paine, and Dorothy Canfield's "Misunderstood Betsy" were first published in St. Nicholas. Mark Twain's "Tom Sawyer Abroad," too, was written as a serial for St. Nicholas.

St. Nicholas has a remarkable record for first publishing the work of many whose names are now famous, of which two are Kate Douglas Wiggin and Richard Harding Davis.

The acquisition of St. Nicholas by The Scholastic Publishing Company brings under one management one of the youngest and one of the oldest magazines in America. The Scholastic was founded in 1920 in response to the demands of educators for material on contemporary literature and life to supplement regular class room material, and has become the leading educational medium for this purpose. One of the famous projects recently sponsored by The Scholastic has been The Scholastic Awards, an annual group of prizes amounting to \$4500 for the encouragement of creative work in literature and art by American junior and senior high school students. In the Fifth Annual Awards last year, over 50,000 high school students participated.

## The Situation in Kentucky

1. Kentucky has over 58,000 colored children in school age.
2. Nearly 1,000 of them have no school available to them.
3. Over 1,000 have short terms, from three months to six.
4. About 16,000 have *seven* months, and 6,000 have *eight*.
5. About 15,000 have *nine* months, and 1,900 have *ten*.
6. The average has a term of *eight months and two weeks*.
7. Many parents don't send regularly if officers don't make them.
8. The largest numbers are in the counties of (1) Jefferson, (2) Fayette, (3) Christian, (4) McCracken, (5) Hopkins, (6) Henderson, (7) Warren, (8) Harlan, (9) Logan, (10) Madison.
10. Each of these cities except (5), (8), and (9) provides accredited colored high school.
11. The largest city groups are in (1) Louisville, (2) Lexington, (3) Paducah, (4) Hopkinsville, (5) Henderson, (6) Madisonville, (7) Owensboro, (8) Bowling Green, (9) Covington, (10) Winchester, (11) Danville, and (12) Richmond.
12. Each of these cities except (6) has an accredited high school.
13. Fewer cities and counties neglect this duty than ever before.
14. We have 1448 colored public school teachers in Kentucky.
15. They teach an average of 8½ months for an average of \$819.85.
16. Thirteen counties have Jeanes supervising teachers.
17. Eighteen counties have county training schools aided by the Slater Fund.





## Harrison Garfield Rhodes

*Author and Philosopher*

Born Cleveland, Ohio, June 2, 1891  
Died Hertford, Eng., Sept. 20, 1929

Harrison Garfield Rhodes, noted American journalist, novelist, dramatist and globe-trotter, breathed his last, after a protracted illness at Hereford, England, among peaceful surroundings and with every affectionate attention that devoted family and servants could bestow to annul the sharpness of the final pangs. His passing ended a long but losing fight in America and Europe for the recovery of his health.

Mr. Rhodes, after graduation from Harvard, entered the field of journalism, first as business agent, later as author of short stories, novels, dramas and special articles to magazines. In this field Mr. Rhodes gained an enviable reputation and a comfortable income.

A number of years ago he selected Daytona Beach as his winter residence. First hand information as to the work of the (then) Daytona Normal and Industrial School for Colored Girls gripped his attention and sympathy; and throughout the remainder of his life he gave generously of his time and means to promote the work of the school.

Mr. Rhodes' love for humanity, especially for the under-privileged, makes a story that will glow with increasing significance with the lapse of years. He believed in fair play. He believed some classes in America were not receiving fair treatment. He listed Negroes with that group. Earnestly, patiently, sympathetically he bent every effort of voice and pen to the task of breaking down the barriers of prejudice and establishing inter-racial good-will among the blacks and whites of America.

In Bethune-Cookman he found an excellent opportunity for a practical concrete demonstration of his humanitarian theory of inter-racial good-will. For years, while health permitted, he served as vice-chairman of the Board of Trustees, retaining the position Vice-chairman Emeritus until his death. Many a knotty problem of the administration did

he help solve by his keen business insight, genial diplomacy and generous gifts. A great lover of nature, he gave inspiration for much of the physical attractiveness the campus now boasts. A constant visitor during his years of health, he employed his pen in behalf of the school during his days of inactivity.

One of the finest phases of his private life was his friendship for and confidence in his valet, Wayman Rhodes, formerly a worker on Bethune-Cookman's staff, and Wayman's absolute dependability and loving devotion to him during his closing days. Wayman, as no other, could bring a smile to a countenance pallied with exhaustion and distorted with pain. Like a faithful bodyguard, he was unwearied in service, constant in attendance anticipating every whim, resourceful without limit in providing every possible comfort for body and mind. In loving appreciation, Mr. Rhodes provided substantially in his will for this faithful companion. The bulk of his estate comes as a gift to the institution he loved and served so well in life.—*The Advocate*.

### Teacher Organizations

Teachers organizations have done much to create a favorable public sentiment in favor of the public school. Among accomplishments of such organizations may be mentioned: better school buildings, more equipment for the teaching of school subjects, longer school terms, compulsory attendance laws, child labor laws, increase in teachers' salaries, an awakening interest in teacher retirement allowances, and making more certain the tenure of teachers.

All of the above items are included in the program of the National Association of Teachers in Colored Schools. Every person who believes in these objectives is invited to join this Association.



National Association of Teachers in Colored Schools

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Educational Psychology	Technique of Teaching in Secondary Schools
Educational Tests and Measurements	Advisors to Women and Girls
School Administration and Supervision	The Teaching of Composition and Literature in the Junior High School
The Principalship	The Junior High School: Organization and Administration
Sociological Foundations of the Curriculum	The Teaching of English in Secondary Schools
Teaching of History in the Junior High School	

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—Audubon Society  
Cuckoo

## Straight College---

is to be merged into the new Dillard University, but Straight will continue as an independent institution for at least two years after this. The standards of the school will be maintained, the equipment will be improved, and the buildings will be kept in good repair. The years 1930-31 and 1931-32 will be noteworthy years.

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Official Organ of the  
National Association of Teachers in Colored Schools

VOLUME X

CHARLESTON, W. VA., APRIL, 1930

NUMBER 5

*THE WHOLE WORLD* is engaged in getting and earning. Teachers are a part of that work-a-day world. They would not have it otherwise. The happiest man in the world is not only the one who gets what he earns and earns what he gets; he is also the one who has a steady useful work to do which is beyond the ordinary definitions of getting and earning.

The finer rewards of teaching are not material, however well paid, securely employed, kindly protected, and generously recognized the teacher may be. Neither are the rarer accomplishments of the teacher justly measured by the degrees he holds, the institutes he attends, or the journals he reads. The rewards and the accomplishments coalesce when the teacher by his art and his personality stirs some boy or girl to increased intellectual effort, to high moral resolve address at the University Convocation several years ago, Professor Palmer said he would gladly pay Harvard University for the privilege of teaching—so much he loved the practice of his art. It is not too much to say that we voice, so far as we have the power in our simpler way, that noble ideal. We enter the teaching profession aware and glad that its larger rewards and its enduring accomplishments lie beyond price.

—H. H. Horner, Editor, *New York Education*.

*Published Monthly except July, August and September*

ANNUAL MEETING OF THE N. A. T. C. S.,

PETERSBURG, VIRGINIA, JULY 22-26, 1930

# THE BULLETIN

VOLUME X

CHARLESTON, W. V., APRIL, 1930

NUMBER 5

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# THE BULLETIN

VOLUME X

CHARLESTON, W. VA., APRIL, 1930

NUMBER 5

## THE HIGH SCHOOL CHALLENGES THE COLLEGE

### An Experiment in English

CYRIL PRICE, *Brick Junior College*

[This study is not final, but merely suggestive of possibilities.—C. P.]

Is the gulf between the high school and the college an impassable one? Where should high school English composition end and where should freshman composition begin? Upon what authority does the college assume sole prerogative to teach certain kinds of expository themes for example, and why does the high school restrict itself to certain other forms, less scientifically organized, less specifically objective, and less thought-stimulating than the exercises offered in a freshman course? So general is this practice that it seems as if all colleges and high schools had come to a definite agreement as to the boundary lines of their respective fields.

In order to ascertain the nature of some of the factors affecting the content and methods of English composition courses in the high school and college, and to determine whether English could be one of the easiest step-ladders for the student to climb rather than the slippery pole that it now is for a large number, it was decided to investigate the condition at some school which conducts both a high school and a college department.

Accordingly an experiment was performed at Brick Junior College, Bricks, North Carolina, between the months of September and December, 1929. The freshman class of the college department and the twelfth grade of the high school were selected as subjects.

Stated in detail the purpose of the experiment was to discover means of bringing the gap between high school and college English composition with special reference to content of courses, adjustment period in the first semester of the freshman year, learners' capacity, teacher's ability; the relation to competition to attention, and oral instruction versus textbook guidance in the teaching process.

The plan of procedure consisted in teaching to the twelfth grade students the first six types of expository writing which had been taught previously to the freshman class, and developed according to the method employed in Thomas, Manchester, and Scott's *Composition for College Students* (Macmillan Co.).

The following regulations were observed:

#### College

1. One morning period of 60 minutes a week for six weeks from September to October.
2. Textbook — T. M. and S.'s *College Composition for College Students*.
3. No competitive idea resorted to, and no information given as

#### High School

1. One afternoon period of 45 minutes a week for six weeks from November to December.
2. No textbook. Students to depend upon oral instruction only.
3. Competitive idea injected as a stimulus for high school students

to experiment or possible use of their scores.

4. Students were allowed to choose subjects. Two or three revisions were granted to each student to enable him to earn a passing grade. (Revision Method.)

5. Number in class equals 24. (11 men and 13 women).

6. Every Tuesday the teacher gave oral instruction on the type of expository theme to be studied. Concrete examples were obtained by questioning; explanations in the text read and interpreted; students' questions answered.

An assignment was set for the following Tuesday, while the theme due for that day was taken up. This plan gave the students a week to prepare a theme outside the classroom. In the other two periods during the week any difficulty on the students' mind was cleared up. The rest of the periods was devoted to other portions of the text in order to meet the fixed requirements, while the classroom exercises were attempted.

7. The same classroom, the same teacher, and the same expository types were used for both groups.

8. The six expository types were:

- (1) Exposition of a Process.
- (2) Exposition of an Individual Character.
- (3) Exposition of a Typical Character.
- (4) Exposition of Causes, Effects, and Equal Coordinates.
- (5) Exposition by Comparison.
- (6) Exposition by Logical Classification.

9. The teacher was the only judge.

to beat the freshmen. Appeal was made to their pride, and information given as to purpose of the experiment.

4. Students were allowed to choose subjects. No revision was permitted in any case. (Hit or Miss Method).

5. Number in class equals 25. (9 men and 16 women).

6. Every Monday the teacher gave oral instruction on the type of expository theme to be studied. Concrete examples were obtained by questioning. No textbook was brought to class by the teacher, and none was to be used or owned by the students.

An assignment was then set for the following Monday, while the theme due for that day was taken up. In the other four periods during the week any difficulty on the students' minds on the new assignment was cleared up. The rest of the periods was devoted to Literature.

9. Three men were appointed to correct the papers written by their sex and three women the women's papers. The instructor collected the papers from the student-judges every Friday, re-read each paper, and gave independent grades.

10. The grades were recorded each week, and computed at the end of the sixth week. These scores were listed in Tables 1, 2, 3, and 4, shown below.

### Findings

**I. Content of Courses**—Since the twelfth grade earned a C rating as against the D earned by the freshman class, it is clear that some of the themes reserved for a college class in English composition may to advantage be transferred to the high school. How much of this work can be handed over with safety is a matter which must be established by further investigation. At present it is sufficiently important to recognize that the gap between the two groups may be largely a traditional myth that has been unduly exaggerated.

**II. Period of Adjustment in First Semester of Freshman Year**—The fact that the freshmen did not begin to do creditable work until their fifth week shows that they needed a period of adjustment, especially as fourteen of the twenty-four were attending Brick for the first time. But this period would not have been necessary, if the high schools from which they came had given them a taste of college English composition as outlined in this study.

**III. Learners' Capacity**—The high school students in this experiment showed that they had as much capacity as the college students; indeed they scored 492 more points than the latter, got a higher average on the whole, and produced four A students while the college produced no A students. The high school recorded four failures while the college had six. Moreover the last place in the first Third of the high school class was 84 above the first place in the first Third of the college class.

**IV. Teacher's Ability**—There is ample evidence here to show that it is a mistake to "talk down" to students or to regard them with a sense of Olympian superiority on account of their classification. The identical material was presented with the same vocabulary for both groups. This teacher had twenty of the twenty-four high school students the year before, a fact which might seem to have given this class an advantage, but ten of the college students also had this same teacher the year before and did not fare any better than the new-comers. Further, some of the new-comers finished in the first Third of both groups; they held in the college department in the order of places 1, 5, 6, and 7; and in the high school places 3 and 4. Hence the teacher by adopting an attitude of strength based upon confidence springing out of mastery of subject-matter and upon tacfulness allied with common sense and justice can obtain astonishing results from a wide range of students.

**V. The Relation of Competition to Attention**—The idea of competition was a powerful stimulus for the high school students. The thought that they were getting an opportunity to measure their ability against the freshmen stirred their pride and caused them to give the maximum attention which any set of students could give a teacher. Alertness, interest, and enthusiasm were registered on their faces at every lesson, whereas with the college class a differ-

ent development—often the lack of interest and a tendency to speak to a neighbor were apparent.

Consequently a teacher cannot depend upon merely bringing students together and adopting a take-or-leave-it attitude. He must resort to some device to stimulate interest and make his lessons assume the realities of life.

### VI. Oral Instruction versus Textbook Guidance

In the teaching process oral instruction of the right kind, not the textbook, is of prime importance. The teacher must never tire explaining. The standard of the class depends upon the teacher's ability to impart, his resourcefulness, and the interest he takes in his work. Throwing at students' heads many pages of a textbook in one assignment, in order to meet some arbitrary requirement is conducive to a low scholastic level. This high school class had no textbook and was cautioned not to use any. The penalty for the violation of this rule was a double F which lowered the average of the whole class whenever imposed. One high school student was disqualified entirely for violating this principle.

To these six findings other significant observations may be added:

**VII.** Writing once as a final attempt on the Hit or Miss method is better than writing on the Revision plan.

**VIII.** The inference may be drawn that the best teacher for the high school is one who has had teaching experience in college, and equally true is it that the best teacher for freshman composition is one who has had teaching experience in the high school.

**IX.** As a general principle no one should be employed as a teacher in both the high school and the college at the same time for there is danger that he would either raise the high school up or drag the college down. Hence no teacher of college subjects should be allowed to teach at the same time in the high school indefinitely for he runs the risk of developing a high school outlook on all his work and on life in general. After gaining experience in both fields the teacher should choose one and stay there. This, of course, is an ideal condition that may be impossible of realization in many cases.

**X.** Permitting the high school students to have two sets of judges among themselves (three women for the women, and three men for the men) gave these six students some experience in evaluating their own work and created confidence in their own leadership. There was great diversity between the grades of the student-judges and those of the instructor—so great that the students' grades had to be discarded entirely. Nevertheless with systematic training students' judgment can be developed to a fair degree of dependability.

**XI.** The work of women compared with that of men as in Table 4 deserves notice.

9 men in H. S. Av. = 61.59 = D-  
11 men in College Av. = 66.69 = D  
20

16 women in H. S. Av. = 78.13 = C  
13 women in College Av. = 72.57 = C-

(Continued on Page 29)



## STANDARDS OF ATTAINMENT

MABEL F. SIMPSON, *Director, Elementary Grades and Kindergartens, Rochester*

One of the first responsibilities of teaching is that of having clearly in mind the goals of objectives toward which the work of pupils should constantly be directed. Teachers should be informed concerning the major functions of the school, and should have an insight into the purposes of all curriculum content that contribute to these ends.

The curriculum of the elementary school contains knowledge values classified under a variety of subjects. It, therefore, is essential not only that the purposes of the subject be made clear, but also that specific achievements be indicated in the consideration of the subject. In connection with this principle we, as teachers, have been working under a considerable handicap. Our major goals or objectives have not always been adequately defined and our attainments have been indefinite or general in character, or have dealt with those values that could be measured merely in terms of the amount to be accomplished.

In determining promotion, one of the most widely employed practices has been based upon the number of pages read in a single text in reading, geography or history, familiarity with the process employed in a given portion of the arithmetic text, the ability to spell an allotted portion of the words in a spelling text, and the like. While the values pertaining to such procedures in themselves are not wholly undesirable, they should not be the only values to be given consideration in determining when a child is ready to do the work of the next grade. Clearer vision of the objectives of the modern elementary school demand the establishment of definite routes to be followed in the attainment of specific standards.

In following such routes, it is necessary that there be, from time to time, guide posts which shall mark the extent to which permanent progress is being made in relation to two types of standards. The first is qualitative in character. It deals with the quality of accomplishment on the part of each child. It places major emphasis upon those values which belong to habits, skills, attitudes, and appreciations, as well as to the knowledge values. The teacher is employing this standard when she is endeavoring to estimate HOW WELL each child is making progress along the lines indicated. The second is quantitative in character and is closely interrelated with the first standard, since qualitative elements part from quantitative elements have no value. The attainment of the second standard presupposes the interrelation of the two. It is upon this standard that most of our attention has been centered. The first or qualitative standard is rapidly coming to be regarded as of greater importance.

Today we realize the necessity of giving consideration to differences existing among children. Since no two react in the same way, our standards of attainment should aim to make provision for these differences. In both the qualitative and the

quantitative standards the teacher should think in terms of at least two requirements—the minimum requirement embodying those things within the range of accomplishment of each child in the group, and the additional requirement providing for increased power on the part of individual children. All pupils will not be expected to attain this standard.

Two factors are fundamental in the successful employment of qualitative standards of attainment. The first factor involves the statement of specific things that are worthy of being attained in the study of each subject in the elementary school curriculum. Such a standard makes consistent provision for growth in specific habits, attitudes, and abilities. Power along these lines comes only after persistent effort has been given to its development over a period of time. This means that the foundation for building certain habits, skills and attitudes is begun in the child's school experience in the kindergarten. The first, second and third grades, and other grades as well, in turn build, step by step, upon these simple beginnings. The qualitative standard for each grade, therefore, is cumulative in character. It is important that the third grade teacher knows what has been attempted and accomplished in the kindergarten, first and second grades, toward the mastery of certain skills and habits for which she, too, must be responsible. She must know as well the exact points of emphasis in her grade which, in turn, will build a firmer foundation for the work of the fourth grade teacher.

We cannot afford to base our decisions in this fundamental matter upon mere opinion or simply upon what has always been done in the past. Responsibility for the formulation of specific attainments rests upon those who establish the policies and procedures for a school system. In communities where teachers work in small groups, or where a single teacher is employed, teaching will be strengthened if the teacher endeavors to formulate for the term or the year the specific things which are worthy of accomplishment by each child. Where teachers can confer about these steps in growth still greater benefits may be derived.

The second factor pertains to the employment of procedures that will put prominently before children each specific standard to be attained. This must be done in terms that are easily understood by the child. It involves, also, the use of simple checks by means of which he can determine his own progress.

Let us now endeavor to make a practical application of this principle through the consideration of specific attainments to be achieved in the teaching of reading to children during the second half year of the third grade. Only the qualitative standard will be considered here. The symbol preceding each statement shows where emphasis first is given to

the development of the power indicated in this grade. In the kindergarten, for example, the use of pictures aims to develop a readiness for reading, the teaching of which begins in the first grade. First and second grade teachers also use pictures in different ways, in order that this attainment may be possible in the third grade.

I. Specific Habits, Skills and Attitudes to be Acquired in WORK TYPE READING and in READING FOR INFORMATION.

Standard I—Minimum Attainment 1-12.

- (IB) 1. When reading silently read without lip movement.
- (P) 2. Read silently before reading orally.
- (Kdg.) 3. After studying pictures accompanying a story, decide upon the most important thing which the illustrator tells in the picture. When reading the story, see if the same idea is an important idea in the story.
- (P) 4. Answer correctly oral or written questions dealing with the content.
- (IIB) 5. Recognize the thought units in a story.
- (IIB) 6. Select and reproduce in sequence the chief incidents of a story.
- (IIB) 7. Determine the number of thought units in a selection used.
- 8. Ask questions based on the thought units in a selection used.
- (IB) 9. Follow accurately written directions.
- (IB) 10. Plan and give simple dramatization of a story.
- (IB) 11. Show facility in use of the Table of Contents in locating stories.
- 12. Read silently in context approximately 130 to 138 words per minute (Gray 130—Buswell-Wheeler 138.) This should be typical Third Grade material.

Standard II—Additional Attainment 13-14.

- (IIA) 13. Read the portion of a story that gives the exact conversation of one of the characters.
- (IIA) 14. Read and give reasons for choice of the portion of a selection read independently.

II. Specific Habits, Skills and Attitudes to be Acquired in DEVELOPING A READING VOCABULARY.

Standard I—Minimum Attainment 1-6.

- (IB) 1. Determine through context the meaning of unfamiliar words.
- (IB) 2. Read with more accuracy than formerly the vocabulary of the basal text and supplementary books.
- (IB) 3. Read at sight questions written on the blackboard or small cards.
- (IIB) 4. Learn to use new words encountered in reading directions and announcements.
- 5. Acquire new words through the study of other subjects.

- (IIB) 6. Use new words found in newspapers and magazines.

Standard II—Additional Attainment 7-8.

- (IIB) 7. Make a list of unfamiliar words in a story read independently.
- 8. Develop the habit of giving careful attention to words which show clearly the author's skill in using words.

III. Specific Habits, Skills, and Attitudes to be Acquired in USING PHONETICS AS A TOOL.

Since the new elements in phonetics to be mastered are relative few, major emphasis again should be given to testing power on the part of the individual through the constant application of the phonetic principles learned. Considerable effort should be made to keep constantly in the mind of the child the fact that power in the use of phonetic elements is not an end in itself, but a means of reading with greater skill and enjoyment.

Standard I—Minimum Attainment 1-3.

- 1. Acquire with greater ease the new phonetic facts and principles indicated in the course of study for this grade.
- (IB) 2. Recognize more readily phonetic elements previously developed when they appear in new words.
- (IA) 3. Overcome difficulties in new content by making independent use of the power to apply the knowledge and skill already developed.

Standard II—Additional Attainment 4.

- 4. Show that the habits and skills previously developed have been so thoroughly acquired that conscious effort to use phonetics as a tool no longer is necessary.

IV. Aids in Determining Achievements Informal Tests.

It is essential that the teacher determine from time to time the extent to which the child is acquiring sufficient skill to achieve present as well as future standards.

To this end the employment of simple tests which test the child's ability to comprehend and to read with facility should be given. Such tests can be given in the regular group exercise. They should be regular group exercise. They should be considered by the child as an opportunity to gauge his own progress.

Standard I—Minimum Attainment 1-4.

- 1. Read independently, with considerable accuracy, a short story containing at least THREE thought units. This story, selected from a Third Grade Reader, should be chosen because it contains familiar vocabulary of the relative degree of difficulty of the basal text. This material should not have been previously read by the child.
- 2. Read the selection silently, then select and

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## EARS THAT HEAR

HELEN HAY HEYL, *Assistant in Rural Education, State Education Department*

*"The lost art that is perhaps nearest of all arts to eternity, the subtle art of listening."*

—William Butler Yeats.

In her deserted schoolroom one late fall afternoon, a rural teacher was sitting oppressed by the sere wood lots and brown field around her, by the first mud tracks lying heavy on her clean floors which portrayed hard winter weeks ahead, and oppressed too by that half-melancholy that comes when one begins to see months of the school term slipping away while so many plans are still unrealized, so many opportunities for enriching child life lost, so many child needs still unmet.

"What is wrong with me this afternoon?" she wondered. "Why do I keep feeling this way? I've made my plans carefully and worked as conscientiously as I can and, on the whole, the children are making progress. Why should I be so discontented?" Then after a moment of thought she said half-ruefully, "It must be that music lesson I saw at our teachers' conference last week. How much it made me want to do something for my own children and here I have let the whole week slip away without even taking my victrola out of the closet!"

With a smile and a sigh she turned to the shelf and sought the dust-covered instrument. Yes, there was the last record which she had let the children play still in place. "I wonder what it is?" she thought, and leaning over read "The Sidewalk Blues" played by the Stumbleinn Orchestra (exclusive jazz artists). A sickening blush rose to her face, "Oh, the selection that one of the boys brought because he had heard it at a movie show in town! Cheap jazz!" How ashamed she felt as she recalled the beautiful classical music to which the pupils of that one-teacher school had responded so joyously the week before. What was it the teacher had said? "No worthier pathway to beauty can be pointed out than along the path of music. A teacher who is not sensitive to worthwhile musical appeal must be held responsible for her share in withholding from her pupils participation in this most vital of human experiences."<sup>1</sup> And what had that other speaker said? "The incidental presence of music in the classroom does not make a music lesson."

"That is exactly what I have done," she thought, "just let music drift through the school room without any plan for teaching it. My pupils pick up such music as they wish or can find, or we have 'victrola concerts' without a plan for directed listening and without an organized course to lead us toward definite growth in appreciation and knowledge."

She put the victrola out on its table and gave it a vigorous polishing, regulated it, took out the old needle and then thrust the now despised jazz selection into her brief case. "We'll get that out of this room anyway," she said, "and tomorrow morning we'll make a new start! But how?" she questioned. "Have I anything at home that I can use?"

Thoughtfully turning, she put the last touches to her desk for the next day, picked up brief case and a little notebook into which she had written "Things to Remember" during the teachers' conference, called "good-night" to the janitress and, still thinking, slipped out into the long shadows of the evening.

"How quickly dark comes now," she said to herself, as she struggled to start the cold engine of her Chrysler. It was humming at last and while she waited for it to warm up she switched on the overhead light and dipped into the note book for a moment.

"The power of enjoying and loving the best music is not a rare and special privilege, but the natural inheritance of everyone who has ear enough to distinguish one tune from another, and wit enough to prefer order to incoherence," she read, "quoted from W. H. Hadow."

And just below this, another quotation over which her eyes hurried. This one was from Surette's *Music and Life*:

"They must learn to listen, so that, as the music unfolds, there takes place within them an unfolding which is the exact answer to the process going on in the music. All this cannot be brought about save by intention."<sup>2</sup>

Then, quickly turning the page, she saw:

"Directed listening and rhythmic responses are essentials in all beginning work, for the young child cannot truly feel until he has responded through action." One of the speakers had said that.

On the opposite page she skimmed:

"Singing by ear spontaneously and without technical instruction but rather for the formation of taste on good models is the proper beginning."<sup>3</sup>

"Yes, that is it," she murmured, snapping off the light and starting down the road, "I could, at least, have regular work in directed listening and lead my children into good rote singing, if I knew what selections to choose and how to present them. There's the money from our Hallowe'en party which would probably cover the cost of the records."

A few minutes later she had come to the homeward turn of the road and, as though governed by an intelligence of its own the car swung toward the left, following its usual path; but the girl with a deft turn of her wrist brought it up abruptly, backed and turned right. She had made up her mind now and was off to the village to talk to the district superintendent. Could he help her?

On the way she thought over some of the points which had been developed in the analysis of that demonstration lesson. The discussion leader had said:

"The time has surely come when the rural school should have its organized course in music as well as the city school. Our difficulty is that so many of us are musically untrained and the time we can devote

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# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Office of Publication: State Department of Education,  
Capitol Building, Charleston, W. Va.

Subscription to non-members \$1.50 per year.

Published This Year November, December, January,  
February, March, April, May, June, July.

Entered as second class matter at Charleston, West Virginia,  
April 24, 1930, under the Act of August 24, 1912.

### EDITORIAL STAFF

A. STREATOR WRIGHT.....EDITOR  
Bricks, N. C.

### Associate Editors

John C. Wright	W. W. Sanders
F. Rivers Barnwell	Fanny C. Williams
W. A. Robinson	H. Manning Efferson
Dorothy I. Miller	

F. Rivers, Barnwell, chairman of the Department of Health in the N. A. T. C. S., and Lecturer to Negroes of the Texas Public Health Association, Austin, has been appointed to serve on the technical advisory Sub-committee on Negro Schools which is a part of the White House Conference on Child Health and Protection under the general chairmanship of Ray Lyman Wilbur, Secretary of the Interior.

Mr. Barnwell will work under the School Child Division of the Conference. Dr. Thomas D. Wood, of Teachers College, Columbia University, is chairman of this division and will have direction of its work. The nation-wide survey to be undertaken soon by the Conference was announced a few months ago by President Hoover and was made possible by an anonymous donation of five million dollars for the work.

As a member of the staff of the Texas Public Health Association, Mr. Barnwell is well known for his health lectures throughout the state and as Director of Negro Health Week conducted annually by that association in Texas.

In the January number of the Bulletin credit was not given to Opportunity Magazine for the use of the Mary W. Heffernan article, "My Attempt to Interpret Some of the Negro Poets to My Class."

We wish to express our appreciation to Opportunity for the use of this article which has caused many favorable comments from a number of our readers.

The Bulletin is removing its Editorial Office from Tuskegee Institute to Brick Junior College, Bricks, North Carolina. All correspondence in the future will be addressed to the Editor at that address. Telegrams or express packages will be addressed to Brick Junior College, Enfield, N. C. Enfield is the telegraph and express station of the college. It has a post office of its own.

Brick College is one of the six leading institutions operated under the auspices of the A. M. A. and is beautifully located on the main line of the Atlantic Coast Line Railroad between Rocky Mount on the South and Enfield on the North. Federal Highway No. 40 runs through its property.

IF YOUR MEMBERSHIP IN THE N. A. T. C. S.  
HAS EXPIRED, PLEASE RENEW.

### ERNESTINE R. SAUNDERS

Grade Teacher, Brick Junior College,  
Died January 22, 1930

She was a teacher of little children. What finer epitaph could be carved on the tomb of any woman. Only one other is more glorious, she was the mother of little children. Ernestine Saunders had no children of her own, but for years she had been the guide, companion and friend of the children of many others who entrusted them to her care. Her class room was a place of smiles and sunshine and love. She knew little folks from the heart out, and in that knowledge they found inspiration and growth. The closing bell meant for her only opportunity for further service, and into scores of homes in the community about Brick College she brought good cheer and material aid to the sick and needy. Like a true servant of the Master teacher she counted not her life as dear unto herself. And on Friday more tired than usual from her week's work she decided too late to look to the temple that housed her spirit. We said goodbye to her for the last time. Smiling to the last she launched on the great adventure. At her bier little children, sorrowing parents, and scores of those of all ages whom she had sought to help paused and praised God through their tears for a life that had shed both sunshine and love into many of earth's darkened corners.



# THE SPECTATOR

JOHN C. WRIGHT

It would be hard to adequately express the impressions gained at the meeting of the Department of Superintendence of the N. E. A. which was held in the city of Atlantic City, New Jersey, February 22-27. The organization was stupendous, and the program so varied and inclusive that it was difficult for the novice to do more than just stand and wait and wonder. Atlantic City, proud of her reputation as a convention host, was at her best for the pedagogues. Even the weather seemed to have entered into a compact with her, to make their stay one unending delight. For two or three days the air was so balmy and sunshine so warm and soothing, that the sessions of the convention faced a competition which was difficult to meet. And every section of the country, from Houston, Texas to Tacoma, Washington met and strolled and rolled along the Boardwalk. And among "those present," were some of the "biggest guns" in the warfare on ignorance and illiteracy. Superintendents of state, county and municipal school systems; principals of elementary, secondary and normal schools; presidents of colleges and universities, and representatives from the office of the United States Commissioner of Education including the Commissioner himself. In their wake, as a host of distinguished camp followers, came preachers, social workers, and executive officers of parent-teacher associations and other organizations closely allied with the school in child development. And pitching their camp in about one-third of the great arena of the Auditorium, about three hundred or more representatives of manufacturers of school supplies and equipment set up an exhibit that was an interesting and illuminating feature of the convention.

An item of special interest to our group was the presence at this convention of a larger number of Negro educators than have ever before assembled at a meeting of this kind. At a breakfast given in their honor at the New Jersey Avenue Public School by the Principal, Prof. James Montgomery Gregory nearly seventy-five were present. Sections of the country as far west as Missouri, and as far south as Florida were represented. Such old aces as Young, Holloway, Gandy, Grossley, Holmes, Wilkerson, Atkins, Lee, Lucas, Wood, Roberts and a host of others too numerous to mention met, dipped salt and swapped yarns and resolutions around that board. The after breakfast speeches were in happy vein, but it was interesting and reassuring to note from how many different sources came appeals for greater interest in and support of the National Association of Teachers in Colored Schools. Many of the old "conscientious objectors" to this organization among Negro educators are becoming convinced that it furnishes the most available means of keeping abreast of what is actually transpiring in the constantly expanding field of Negro education.

The Department of Superintendence of the N. E. A. is easily the most important educational body in

America. Through its deliberations and the deliberations of the bodies affiliated with it, policies that effect American education on every level are formulated and adopted. The organizations affiliated with the Department and holding their meetings at the same time are: Department of Elementary School Principals, Department of Rural Education, Department of Secondary School Principals, Department of Supervisors and Directors of Instruction, Department of Vocational Education, American Educational Research Ass'n., Municipal Normal School and Teachers College section, National Association of Deans of Women, National Association of High School Inspectors and Supervisors, National Council of Childhood Education, National Council of Education, National Council of State Superintendents, National Society for the Study of Education and National Society of College Teachers of Education. The meeting of all these groups at one time greatly swells the attendance, thereby making it easy to get railroad rates and other accommodations at reduced prices and to increase the interest not only of the general public but of the delegates themselves in the meeting. This procedure might contain a valuable suggestion for the expansion of the scope, influence and importance of the N. A. T. C. S. If organizations like the National Association of Collegiate Deans and Registrars; the National Association of Negro College Women; the National Association of Negro Musicians and other organizations with the promotion of education as their objective, could be induced to affiliate with the N. A. T. C. S. and hold their annual meetings at the same time and place as the N. A. T. C. S. the coming together of this larger group would mean a much more effective annual conference of those who have chosen some phase of the education of Negro youth as their life calling. Better transportation facilities and rates could be insured, and a greater nation-wide interest in education aroused. I submit that the plan is worthy of serious consideration.

Some of the outstanding speakers at the Convention were Frank Cody, Superintendent of Schools, Detroit Michigan and President of the Department of Superintendence; Dr. Charles H. Judd, Director School of Education, Chicago University; Dr. Augustus O. Thomas, President of the World Federation of Education Associations; Dr. Ray Lyman Wilbur, Secretary of the Interior; Hon. Ruth Bryan Owen, Member of Congress from the Fourth Congressional District of Florida; William John Cooper, United States Commissioner of Education; William C. Bagley, Professor of Education, Columbia University, New York City; Henry Suzzallo, Director National Advisory Committee on Education, Washington, D. C.; and Franklin H. Giddings, Professor Emeritus, Columbia University, New York City.

One of the most delightful features of the meeting was the playing of the National High School Orchestra under the direction of Joseph E. Maddy,

Director School of Music, University of Michigan. The orchestra is made up entirely of high school students from forty-two states and numbers three hundred and sixteen boys and girls from two hundred and fifteen high schools. The players making up the orchestra were selected on a competitive basis and were financed by their local schools, clubs or individuals. Excellent character and loyalty to local school organizations are among the necessary qualifications for admittance. They gather each summer at the National High School Orchestra and Band Camp at Interlochen, Michigan for a period of intensive training in orchestra, band, chorus, opera, composition, conducting and instruction in all instruments under nationally known instructors and music supervisors.

When these young musicians were massed upon the mammoth platform of the magnificent ball room of the City Auditorium for their last concert, and played some of the world's greatest music under the direction of Walter Damrosch as guest conductor, one could not but feel that ample thought was being given to the culture of America's future citizens by those who are directing the programs of our secondary schools.

One of the most important topics before the convention was the mounting cost of education on all levels. This was adequately defended in most of the addresses upon the grounds that rising costs of schooling must inevitably accompany a program of more complete instruction and more adequate buildings.

To attend a meeting of the Department of Superintendence is to spend a few days each year upon a mountain of privilege, from whose height one can get an inspiring and edifying view of the entire field of his profession. It is worth all it costs in both money and time.



Brick Junior College Chapel

## National Congress of Colored Parents and Teachers

### PRESIDENT'S MESSAGE

*Dear State President, National Chairman and Parent-Teacher Worker:*

We are still at the "Dawn" of a new year, which offers us everything—"the Future." Let us fill it with a Program that will raise the Standard of HOME LIFE to such a degree that parents will be better prepared to cooperate, more intelligently and sympathetically, with the teacher and other agencies, in guiding and guarding the lives of the children committed to their care.

If you attended the National Convention, held in Jackson, Miss., I am sure you recall the inspiring sessions, the practical and helpful program; and how we were filled with enthusiasm to work harder than ever before for Child Welfare. Your President hopes that enthusiasm is still registering HIGH and we will hear from it at our next Convention.

Mrs. Fred Wessels, our National Advisor from the National Congress of Parents and Teachers, was with us during the entire period of the Convention and contributed materially to the success of the Program; her splendid spirit of Christian cooperation was seen and felt by the delegates and visitors. The influence of that spirit lingers still.

In our Post Executive Board meeting the duties of the State Presidents and National Chairmen were explained in detail and the responsibilities emphasized.

The Directors of Departments were given the names and addresses of their respective chairmen; the work of each was explained. The National Congress is expecting to hear a good report from each at the Convention in July.

Mr. J. Graham Scott, Director of Organization, is directing the Membership Drive. Will your state be the winner in this contest?

Your President urges you to study the National Handbook, which you have; it has a fund of information which will help you to develop and to put over a standard Parent-Teacher program.

Have Schools of Instruction whenever possible, remembering that an informed membership means better work for the local, State and National Associations.

Begin now to make plans for the Summer Round-Up of the child who is to enter school in the fall.

If you have not sent in your Parent-Teacher song, do so at once, please; this is the "last call."

The Virginia Congress of Colored Parents and Teachers has invited our National to hold its fourth Annual Convention in Petersburg, July 21-23.

Elect your delegates as directed by our National By-Laws.

The Fiscal Year closes May 31. Send your National dues, before this date, to Mrs. Willie Daniels, Treasurer, 72 Fulton St., S. E., Atlanta, Ga. Make



checks and Money Orders payable to the National Congress of Colored Parents and Teachers.

February 17 is Founders Day. We hope each Association will have a Program in honor of the two noble women who thirty-three years ago, planted in the City of Washington, the seed of this great Organization for Child Welfare.

May 7 is the Birthday of our National Congress of Colored Parents and Teachers. We hope each Association will have a suitable program and Birthday Party and send a report of same to our National Convention this July.

The National Congress of Colored Parents and Teachers has the honor of being represented on the WHITE HOUSE CONFERENCE by its President. Should your President have occasion to call upon you for your cooperation in connection with her work with the Conference, she will expect your hearty response.

Dear Co-Worker, are we not happy to have the privilege and the honor of working with this big National Parent-Teacher family for Child Welfare? Then, let us dedicate our best selves to "Harmony Without and Peace Within," that we can hear the voice of the little child asking for a chance to be "well born" and a chance to grow physically, mentally, morally and spiritually strong.

Yours in the Spirit of this beautiful work—"Unselfish Service."

Mrs. H. R. Butler, President.

## Statement by J. W. Crabtree, Secretary

In response to the many requests which have come for information about the activities on law observance, Secretary J. W. Crabtree of the National Education Association has issued the following statement:

At the request of President Hoover's Commission on Law Observance and Enforcement the National Education Association arranged to cooperate with its plan to get facts which would show behavior conditions in the high schools of the country comparing 1930 with 1920. It will be some time before this work will be completed but enough reports have come in to show that conditions in the high schools are much better than in 1920, with respect both to drinking and to general behavior. This is doubly significant in view of the fact that high school enrollment has grown since 1920 from two million to more than five million students—an achievement unparalleled in any country or in all history. Many of the three million additional students who have sought a high school education within the decade have come from poorer homes where in former times drinking was a heavy burden on the family income. Unquestionably the Eighteenth Amendment has benefitted the schools beyond measure. The President's Commission on Law Observance and Enforcement is composed of citizens of outstanding ability and of the highest ideals. It has the confidence of the people of this country and is to be congratulated upon its efforts to get the facts.

With the first issue of the *Subscription Books Bulletin*, a new quarterly, the American Library association offers schools and homes a solution to the perplexing problems of selecting reference works from among the many books and sets presented by canvassers throughout the United States and Canada.

Because bulky volumes cannot be judged by glancing at a few pictures or reading scattered paragraphs, purchasers of subscription sets have frequently made their selections at random. As a result reference books of great merit have sometimes been neglected while home and school libraries have acquired books which have served no purpose save to fill a shelf of the book case.

This new bulletin tells definitely whether or not a set is accurate, reliable, up-to-date, appropriately illustrated, and well indexed, its opinions being based on the investigations and experience of many librarians throughout the country. If a book is suited for home or school use it is so recommended and if not, the objections are stated clearly and concisely. Fifteen subscription sets are reviewed in the first issue and others will be discussed in subsequent numbers. In the meantime information regarding still other sets may be obtained through a section of the bulletin given over to an index of reviews previously published elsewhere. Copies of the bulletin will be found in the reading rooms of many libraries.

American Library Association,  
520 North Michigan Avenue,  
Chicago, Illinois.

## Do We Earn What We Get?

Do we as teachers earn what we get? Bluntly, do we merit the compensation, the security of position, the protection and safeguarding in old age, the social recognition and the public confidence which we enjoy? It is a question we must be not only willing but able to answer. The answer is to be found perhaps mainly in our basic education, in the degree of our specific training for our calling, in the enterprise we show in improving the quality of the service we render, in the breadth of our professional instincts and ideals, and in our disposition to keep abreast of the growing science of education.—H. H. Horner.

Dean O. A. Fuller, for the past 30 years an instructor at Bishop College, Marshall, Texas, was unanimously elected president of the Texas State Teachers' Association. Dean Fuller is a graduate of Bates College, Lewiston, Maine, and has rendered a splendid service in the cause of education in the State of Texas. He has been an active member of the Texas Association since 1900 and is a loyal member of the National Association of Teachers in Colored Schools.

# RADIO AS AN ASSISTANT TO TEACHERS IN ALL SCHOOLS

*By F. A. D. ANDREA, President Rada Radio*

All of us know that radio has been one of the most important mediums of education in the history of the world. Some of us who are radio enthusiasts would go still further, and say that within the past decade it has become the outstanding medium of education. It has created—and I use the phrase of an eminent statesman—a vast “University of the Air, whose campus is the ether of the earth, whose audience waits for learning, learning, learning.” It has extended the range of the teacher’s voice, from the class-room or lecture-hall, to the most remote regions of the continent, where it has been heard by hundreds of thousands who for one reason or another could not be present in class-room or lecture-hall.

But cannot the radio be made an even greater educational force? Personally, I am of the emphatic opinion that it can. It has already been used in the University. And now, why not specialized and controlled education by air for all classes of society? Why not radio in the schools?—in all schools, including the elementary schools?

Radio in the schools is a subject to which I have given a great deal of thought, and I have at various times entered into voluminous correspondence with prominent educators concerning it. I believe that radio in all schools will be an actuality in the very near future. Leaders of thought throughout the country have for several years been sponsoring the use of radio in the schools of their particular communities, and are beginning to unite their voices and become more insistent in their pleas.

For one thing, radio in the schools will inject the quality of enthusiasm into the minds of young pupils who may have become fatigued by study from text-books. I do not mean, of course, that radio should ever supplant text-books; that would be little short of ridiculous. But radio talks will serve to give the fagged-out pupil respite from forms of study which have become duty-dry to them—and which were equally dust-dry to all of us when we were in our early teens or younger. Like supplementary reading, it can be made instructive as well as entertaining.

One can vision the rapt attention of boys in their teens during a radio lecture by the immortal Lindberg, let us say, or the dauntless Commander Byrd, or by some prominent, clean-living figure in the world of sport or athletics. The subject might be on aviation, or it might be on deportment, or the necessity of education for those who want to “do things” or it might treat of a lesson in rudimentary science. It might even be taken almost word for word from a text-book, but American youth could be touched and inspired by it in ways to produce attention and results far beyond any regular text-book lesson.

The schoolchild could be kept abreast of the march of public events—events shaping the history of his

country. Just at present the child or youth can keep up with current events only through the newspapers, and although journalism is on a high level today, the news is printed mainly for adults and can prove harmful to children in the formative stage unless the columns having to do with reports of crime and vice be hidden from their eyes.

With radio in the schools, every child could be trained at an early age to learn and appreciate the best in music. His entertainment in given periods could be controlled by persons who would glean the worthy from the trashy. He could be introduced to the best poets and the best poetry. The pupil from the most humble home could, by this method, get much of the early cultural training which heretofore has largely been the privilege of children gently born and nurtured.

Nor would radio in the schools educate the child only in the arts. Indeed, supervised radio talks would have a still deeper meaning for boys and youths scientifically inclined—the boys and youths from whose ranks will be selected our Edisons and Marconis and Orville Wrights of tomorrow.

Let us not forget, also, that with radio in the schools will come supervised courses in elementary training which will not end in the schools themselves. We still have an illiteracy problem to solve. Such controlled courses would reach persons in primitive regions—persons whose school days have, perforce, been ended, but whose schooling should not be ended. I believe that great masses of illiterate adults would follow elementary instruction by air, just as many thousands of knowledge-hungry adults have followed the university lecture courses which have been broadcast. In a letter received some time ago from Prof. H. G. Higbee of the University of Iowa’s college of engineering, that forward-looking educator stated that for several months lectures from the university classroom were broadcast as an experiment. “The widespread interest with which these lectures were received,” wrote Prof. Higbee, “is an indication of the public interest in educational matters. Whenever these experiments are put on the air, the response indicates great interest in scientific and educational programs, and approval of a departure from entertainment.

Educational courses by radio have from the first been a success in this country. From data which I have checked over carefully, I gather that the State of Massachusetts, always one of our leaders in education, was the pioneer in this. That was far back as 1923. The course was broadcast over Station WBZ in Springfield, and this radio educational work, now long past the experimental stage, has been continued, with provision for enrollment, home study from syllabi, and correction of lesson papers. “thousands and thousands of persons have a hunger for education which must be satisfied,” the Massachusetts authorities assert.



In a letter received by me from Governor Parnell of Arkansas, the governor said: "today even the most isolated districts have access to the varied programs that are on the air. This has resulted in an education that can hardly be described in words." And although I have quoted only authorities from three states, it has been proved to me that there is just as much enthusiasm for radio education in every state of our union. Throughout the United States, educational courses have been given by radio through the cooperation of seventy universities and colleges. I have yet to hear of an untoward remark on the subject emanating from any one of these colleges. I have personally heard, though, many enthusiastic statements of recommendation.

If, then, the consensus is highly favorable among those teachers in institutions of higher learning, why not go further, and catch the pupil when he is still more pliable? Here is one form of education where the young pupil will meet us far more than half way. He will not only be willing; he will be eager.

I think that the diction of the immature American boy and girl can be improved. Teachers have done much in this respect, but they have not always been able to offset the influence of the street and after-school companionship. Surely, radio in the schools should help to drill large masses of children in the niceties of grammar, rhetoric, accent and enunciation. American children should have an opportunity to learn their own spoken language the only way any language can successfully be learned—by having the interested student actually hear it spoken, correctly and often.

## The Aims of Physical Education

EVELYNA FORNEY

Physical education has not kept pace with general education in spite of the fact that physical education is one of the oldest forms of education. Civilized society has always felt the need of physical education for its members, except in brief periods such as existed in the Middle Ages, when Asceticism in the early Christian Church set a premium upon physical weakness in order to attain spiritual excellence.

It may seem strange that physical education, being one of the oldest forms of education, has not progressed as rapidly as the general educational practice. First, not until recently has there been a recognition of the broader scope of, and appreciation of, the value of the physical and social aspects of education. Secondly, many physical educators have been trained in special normal schools, which deal with physical education as a separate subject, thus being deprived of the training in the general principles and tendencies of modern education. Thirdly, many general educators have given too little attention to physical education.

At first, physical education in this country was given for its health and military values. One of the

greatest problems of modern physical educators is to bridge the gap between the aims and types of our present day physical education with that of the ancient Greeks. This gap must be filled by the development of various systems of gymnastics suited to the peculiar needs of nations and people. The Greeks were the first who worked out and maintained a national system of physical education based upon high ideals and thorough training. The festivals and games held at Corinth, Olympia, Nemea and Pythea, show that these games and contests were not participated in by a few for enjoyment of the masses, but they were participated in by the masses themselves for the development of form, skill, grace and control of temper. Even the influence of the Renaissance did not fully reestablish these high ideals of physical education.

The Germans and Swedes have always used physical education as a disciplinary measure. All the boys of Germany used to be required by the government to take three years of military training to develop sound bodies in preparation for war. The Swedes are noted for their "day's order" which consisted of a daily gymnastic lesson composed of seven distinct parts. These two systems, however, proved inadequate, because they were not based upon a scientific study of the physiological, psychological and social needs of the individuals.

The purpose of the physical education program should be the same as that of the general educational program, thus the two programs should be harmonized. Since all education is a development from within, physical education should offer an opportunity for self-expression by doing worthy things. Therefore, it cannot be attained by a system of exercises for health purposes or for developing better soldiers.

Modern progressive physical educators recognize four fundamental aims as a basis for the formulation of physical education programs. These are the corrective, educational, hygienic and recreative aims. Corrective exercises aim to secure good posture during the lessons and to correct bad postural and physical defects. These exercises to be of any value are individual rather than class work, and are prescribed following a physical examination. The purpose of the educational aim is to teach children certain exercises themselves; and secondly for training in form, precision, alertness, control, coordination and inhibition. In order to be educational an exercise must have an aim, interest and meaning; it must be expressive of an idea, thought or feeling; and it must function in the life of the individual. Exercises in the hygienic group are for the purpose of stimulating the systems of the body—the circulatory, respiratory, digestive, etc. Its aim is purely a health aim. This does not mean, however, participation in feats of strength, prolonged endurance in athletic contests, and marathon races. The recreative aim is met by games, athletic sports, and

(Continued on Page 21)

## Federal Council of the Churches of Christ in America

(Incorporated)

### COMMISSION ON RACE RELATION

105 East 22nd Street  
New York City

March 7, 1930.

My Dear Mrs. Wright:

From June 20-22, 1930, there will be held at Oberlin, Ohio, an Interracial Conference of Church Women about which I enclose some preliminary information. At this conference there will come together leading women from church groups throughout the country and we feel that it is a great opportunity for us to formulate definite plans for bringing about a better spirit of cooperation and mutual friendship between the races.

In addition to the definite church groups we are eager to have representation from organizations having a purpose similar to our own, and I am writing to invite you most cordially to send delegates to the meeting. Attendance is limited so I shall be glad to hear from you at your earliest convenience as to whether it will be possible for your organization to be represented and about how many delegates you would like to send. We do hope it will be possible for you to be with us for we feel that this is a real opportunity and earnestly desire your help and cooperation.

Cordially yours,

Signed: Katherine Gardner,  
Secretary.

My Dear Editor:

The Bulletin came today. As I read Mr. Bond's article, The Health of the Negro, and Mr. Smith's articles on Economic Aspect of Tuberculosis among Negroes in Fourteen Southern States, my mind turned to the recent White House Conference on The Health of the School Child.

Mr. Newbold told me how it happened that I was selected as a member of the Committee on The School Child. I owe a debt of gratitude to you and all members of the Executive Committee of the National Association of Teachers in Colored Schools for selecting me to represent the Negro Child.

The recent Conference gave an interesting and instructive discussion on the various phases of conversation of child life. Every agency which contributed to the growth and development of child life was represented. Prior to the conference each sub-chairman was asked to send in a preliminary report of his topic. On the opening day a mimeograph book in which was found all preliminary reports was given each member. It was a privilege to hear men and women who had given years of their lives to the study of specific phases of child life, give their findings. Then, too, it was helpful to have the written preliminary reports for further study and use.

Mr. Newbold gave an interesting report on the Negro Child. He said that any program initiated for the health of children must include the Negro Child who needed the identical health program. I am sure Mr. Newbold would send a copy of his preliminary report on request.

On the second day, Dr. Wood, the chairman, asked me to speak. The summary of my talk was that:

Every service committee and every type of school included the Negro Child. There was no service listed that was not vitally needed in the every day life of the Negro Child.

Several interesting events happened aside from the Conference. The most important was—The Committee's visit to the office of President Hoover at his invitation. Second, the picture of the Committee made on the steps of the White House Office Building. President Hoover was with the group in the picture.

I remained east six days after the conference visiting schools. Three days were spent in Washington and two in Baltimore. In Washington I had the opportunity to observe in the Garrison Demonstration School. Here was found some very excellent types of teaching and administration. Life-like situations were the aims of principal and teachers. A reading class in Grades One revealed the fact that the objectives of the school were actually carried out. This was also true in the kindergarten classes. The primary children of this school read for information exceptionally well. Their English was good. Classes in the Social Studies in Elementary and High Schools were visited. In every instance the pupils were the doers and interpreters of the work in terms of their study, handwork, music, etc. The Garnett-Patterson Junior High School in Washington is a beauty, so is the Douglass High School in Baltimore. Vocational Schools were found in both cities. The work taught was practical and connected directly with life out in the world today and with what may be expected in the future. I visited Howard University and had a very delightful class hour in Dean Holmes' class in School Administration and Organization. The class was discussing teacher-participation in forming school policies. The class organization revealed the fact that not only were the young people discussing what various authors said, but they also were putting into practice in their class these principles.

This is only a glimpse of some of the many good things I saw and heard. Perhaps later, I shall send a logical statement of the trip.

May I thank you for your part in having me appointed to that Committee?

With sincere best wishes, I am

Very truly yours,

Fannie C. Williams.



## HAITI

The recent turn of political events has focused the attention of the world upon Haiti. The Far-East is interested in the American Occupation because it reflects the attitude of the white world toward colored peoples. Africa is interested because Liberia and Abyssinia may know what to expect at the hands of stronger nations. South America is interested because it reveals the logical conclusion of intervention by the United States in Pan-American affairs. Europe is interested in this practical demonstration of what mandates may mean as contemplated by the League of Nations. The United States is concerned for her self-respect and integrity in the eyes of the world. Haiti is interested in what is for her a life and death struggle. Altogether the situation presents a great opportunity for a practical demonstration of disinterested cooperation between what are politically the weakest and the strongest governments in the Western Hemisphere. For the United States it is an opportunity to give a demonstration of constructive statesmanship in empire building without the incentive of domination and gain. For Haiti it presents the opportunity to profit by the disinterested services of the best minds from a neighboring republic.

Haiti is located at the crossroads of the Western Hemisphere. It is in the pathway of commerce between North and South America which is on the eve of a prodigious development. It is on the highway of traffic between the Atlantic and the Pacific through the Panama Canal. The commerce of the Western World must pass her front door. No filling station in our motor-driven civilization ever occupied a better site. Will Haiti profit by her strategic location?

Her climate is the most equable in the world with no extremes of hot or cold; her soil, such as is cultivable, is equal to the best found anywhere. Her hills are covered with treasures of wood, and there are indications of most valuable mineral resources. She has labor resources sufficient for the complete expansion of all her agricultural and industrial possibilities. There are good, sound, practical reasons for her name "The Pearl of the Antilles." In the light of these facts the ultimate problem in Haiti is one of the development of her physical and human resources in such wise as to take full advantage of her opportunity for building a complete civilization under a government, democratic in its outlook as well as principle, that shall take as much pride in the progress of the humblest citizen as in the achievements of its highest office.

The American occupation is an accomplished fact. Whether or not it was warranted at the time has passed beyond the point of debate. How long it should continue is now under consideration by a special commission appointed by President Hoover.

The turn of events brings us face to face with the practical question of what can be done for the development of Haiti. Whether logical or consistent, American opinion in general takes the attitude that the United States having put her hand to the plough

cannot turn back. Having entered Haiti her pride compels her to leave the country in a better condition than when she entered it, and before leaving to set in operation such constructive forces that the question of legality aside, the services rendered will justify the intervention in spite of any possible abuses and inconsistencies.

In making this approach, two major facts in the history of the Haitian Republic must be taken into consideration:

In the first place, Haiti has been for the last score or more of years, if not from the beginning, a technically bankrupt institution; that is to say, it has been operated under a fiscal system of progressively accumulating obligations without a corresponding increase in economic resources that would, necessity demanding, permit of the liquidation of these obligations. Most of this indebtedness has been incurred with foreign bankers, though latterly large loans have been advanced by the Haitian people, and it seems the interest had been paid regularly up to the American occupation, since when a large part of these interest payments have been suspended, especially those to the Haitian creditors.

Such methods of financing any institution must eventually lead to collapse, at the same time leaving the institution which practices them at the mercy of its creditors, to say nothing of the eventual plight of the creditors, themselves, as many an investigator can testify.

In the Second place, it would seem that the operations of the Haitian Government have been conducted in such a way as to have failed effectively to improve the economic conditions of ninety-eight per cent of the population of the island which constitute the native peasantry, whose condition today is substantially what it was at the close of the first decade of Haitian independence.

Without making a fetish of "freedom," the task before Haiti is the development of such a political and economic system as will make for the progressive improvement of all of its people through the development of its agricultural, industrial and commercial resources to the limit of their possibilities. If this can be accomplished by the Haitian people alone, they should be allowed to do so beyond all question. If, on the other hand, it requires the help of outside agencies of whose integrity and disinterestedness the Haitian people can be assured, national pride should not stand in the way of accepting such a system.

Most of the nations of the Far East which have been struggling to catch up with the pace of Western civilization, have voluntarily availed themselves of expert advice and assistance from Europe and America, and even so proud a nation as Austria did not bridle at the necessity of accepting the highly efficient assistance of one of America's financial experts following the readjustments of the World War.

(Continued on Page 26)

## Statement on the History of Petersburg

Petersburg, Virginia, is a city of 35,000 inhabitants. It is located at the head of tidewater on the Appomattox river, 140 miles south of Washington and 21 miles due south of Richmond. This city is now and has been for a century and a half the chief tobacco market for Southside Virginia. The place in reality owes its origin, growth, and development to its service as a market for goods of all kinds for this section of Virginia and the northern counties of North Carolina.

In common with the State of Virginia at large, Petersburg is rich in tradition and historic associations. The town was laid out in the year of Washington's birth, 1732, by William Byrd at the same time as Richmond. During the American Revolution Petersburg was the object of several attacks by raiding parties of British troops. One of these was led by the traitor, Benedict Arnold. Lafayette commanded a small detachment of Virginia troops in an attack on Petersburg to rescue it from the enemy. Petersburg again fastened its hold on American life and history in the War of 1812. Its contribution here was the unusually large number of troops sent to the American army. These troops were dubbed the "Cockade" by President Madison.

Between the American Revolution and the Civil War, Petersburg became well known in the arts of peace as well as war. As a manufacturing center for tobacco, cotton, and flour, this town ranked second only to Richmond among the urban communities of Virginia. The first permanent railroad in Virginia was laid from Petersburg to Weldon, North Carolina largely through the enterprise of Petersburg citizens. The population of Petersburg in this period was unique among Virginia cities because of its large number of free Negroes as well as slaves. Many of these persons excelled in the trades so that some of them bought homes and were tax payers long before Lincoln's emancipation.

During the Civil War Petersburg became known to the entire world through the famous siege of ten months conducted before the place by the army of Grant. This town was the key to Richmond. Most of Grant's famous hammering campaign was thus conducted before Petersburg. It was during this siege, 1864-1865, that the mine explosion took place resulting in the battle of the Crater. Many of the thousands of Union soldiers blown up on this occasion were Negroes. Petersburg fell April 2, 1865. One week later Lee surrendered to Grant at Appomattox.

Because of Petersburg's close connection and association with many of the stirring events of American history as just shown, Congress has recently appropriated a sum of money for the creation of a national military park just outside of this city. The visitor today in coming to Petersburg can see the Crater, various fortifications and breastworks, and a series of underground tunnels, the purpose of which is not exactly known.

Luther P. Jackson.

## Book Review

**GENERAL BUSINESS SCIENCE** by Lloyd L. Jones and Lloyd Bertschi. The Gregg Publishing Co., New York City. 604 pp. Prices, Text, \$1.50. Projects Part I, 72 cts.; Part II, 80 cts.

Although this book is designed for the Junior Business Training field, it meets, as its name implies, the information, exploration, and guidance aims of the junior high school. Throughout the volume, the point is brought out that all persons are living in the economic community; that business is the great social agency; that it is good citizenship to know about business. The first seven units of the book and accompanying project material provide orientation—an omnibus trip through the great fields of business activity. The remaining units comprehend the application of the social and economic knowledges and appreciations previously gained, to business functions and services, clerical practices and office procedures on a level with the occupational opportunities available to students of junior high school age and on a level with their community experiences. The two pads of Business Projects offer an abundance of try-out or exploratory material.

This book and project material were built upon research and experience and do not stand merely upon the position and opinion of the authors. Not only the attitude of the business man who is looking for a more intelligent and more efficient employee has been kept in mind, but also the opinions of business men who feel that they can deal more intelligently with customers, consumers, and clients who know something about business. The text and practice materials were built from the cooperative study of clerical service and office practice made by the office managers and the public schools of Cleveland, Ohio.

The many projects offer distinctly interesting, unique and progressive material. They are designed to be used by the teacher as the basis of teaching situations; they motivate the pupils' activities; and they offer a wealth of exploration and guidance as well as plenty of practice in specific office occupations.

## Fourth Yearbook

The Fourth Yearbook of the Department of Classroom Teachers, "Creative Teaching and Professional Progress," has been sent to the presidents of local organizations and to editors of local publications. The major portion of the yearbook is given over to creative work in the teaching of art, music, English and literature, history and geography, reading and citizenship, and contains material that should be helpful to every teacher in the classroom.

Other chapters deal with teachers' load, special activities of teachers' organizations, state organizations of teachers, and the annual reports of the department officers. Individual copies may be secured by writing to N. E. A. Headquarters, 1201 16th St., Washington, D. C. Price, one dollar.



## A HAPPY DEVELOPMENT

### Story of County Training Schools

*By J. H. DILLARD, President of the John F. Slater Fund, of the Anna T. Jeans Fund, and Vice-President of the Phelps-Stokes Fund*

(Reprinted from Opportunity, Vol. VIII, No. 1)

This story might easily be full of statistics, but I shall try not to be profuse in figures. Some days ago I read the following lines in a religious weekly, in an article dealing with certain church statistics which had recently been issued. As the lines were found in a religious paper the profanity must be pardoned:

Figures must be  
Properly compiled,  
Adequately presented,  
Thoughtfully interpreted,  
And even then they lie like hell.

So I shall give only a few outstanding figures, and I may tell at once the two sets that are most striking. In the session 1911-12, when the so-called County Training Schools began, there were four, and they received from public tax funds \$3,344. In 1928-29 there were 370, and they received from public tax funds \$1,886,852. The total receipts for these schools in 1928-29 amounted to \$2,201,407.

The way they began is interesting. In the Spring of 1911 two unusual letters came to the Slater Fund. I say unusual, because this Fund had been dealing with private and denominational institutions, and the two letters came from county superintendents of public education. One came from Virginia, the other from Louisiana. They said practically the same thing. Would the Slater Fund help in building up a central school in the county? It was hard to get teachers for the one-room rural school, and a local school, even if it went only to the eighth, ninth or tenth grade, was needed to meet the demand. I could understand this. Two years before the receipt of these letters I had made a personal survey of colored schools in a small county in Mississippi. Of the twenty-seven public school teachers in the county there were only three who had themselves studied above the fifth grade. Let me say here that nowhere would such an absurd condition now be found, but this was eighteen years ago. The proposition of the two superintendents might seem merely a makeshift, but it sounded good enough to try, so the reply was that the Slater Fund would be glad to cooperate. In the following session a beginning was made in four counties.

In the next year there were still four. In March, 1913, a letter was written to the State Superintendents of the South, explaining the plan and quoting from a report I had made to the Trustees of the Slater Fund. This letter called out most encouraging replies. I give a few extracts, because they are an important part of the story. Hon. Henry J. Wil-lingham, of Alabama, said: "I shall approve and foster at every opportunity the plan outlined in your favor of the 27th." He went on to say that he

would bring the matter to the attention of county boards. "The county boards," he wrote, "are the men who hold the strategic point in bringing about such an arrangement." Hon. W. M. Sheats, of Florida, wrote: "Yours of March 27th received. I am willing to cooperate with you to the fullest extent. . . . Your policy and plan meet with my highest approval." Hon. J. Y. Joyner, of North Carolina, wrote: "I approve most heartily your suggestion of a county industrial training school for Negro teachers. . . . I will take the matter up with Mr. Newbold as soon as he takes charge of the work of supervising the Negro rural schools of the state, and cooperate with him in endeavoring to interest the county superintendents and county boards of education in this proposition." Hon. J. W. Brister, of Tennessee, wrote: "I should be glad to see this central school idea worked out to which you refer where we could give better educational opportunities to Negro students than can now be had in the ordinary small schools, and if you could make a suggestion to the county superintendents I should be glad to follow up that letter and encourage them to take advance steps where they are possible." In the sessions 1913-14, the number doubled. In 1914-15 it doubled again, becoming seventeen. Since then it has gradually and steadily increased.

The extract from Superintendent Brister's letter suggests another consideration which caused a favorable reply to the two county superintendents. Here seemed a clear lead for the promotion of public high schools for colored children. The time seemed at hand, or soon coming, when the need would be apparent. If the colleges were to prosper there must be a supply of secondary schools, and a proper supply could come only through the means of public funds. The establishment of schools such as the county superintendents advocated seemed therefore not only to meet their immediate demands but to point further. And so it was. In fifteen years, that is, by 1926, when there were 306 such schools, there were eighty-two which had reached a full year high school course. They are all on the way.

An investigation just completed shows that in a fairly complete list of private and denominational schools the number of high school pupils in such schools has declined, within the past four years, from about 35,000 to about 19,000. This, of course, does not signify that there are fewer high school pupils. It simply means an increase of the number attending public high schools. In these four years twenty-seven private or denominational schools have closed, some to become County Training Schools, others because of nearness to such schools. This is inevitable, but it by no means implies the

extinction of private and denominational high schools. There are some which ought to die, such as are lacking in genuineness and in any reasonable expectation of proper support. But there will always be plenty of room and need for high-class schools conducted privately or by the various religious denominations, and such deserve far more assistance than they are at present receiving.

In the beginning, of course, none of the Training Schools were High Schools, and we did not wish to call them such. Even at that time there was some criticism of false names. A university was cited which had never gone above the third high school year, and there were many colleges which did little more than the beginnings of high school work. So the name of County Training School was hit upon. The suggestion came from Dr. J. D. Eggleston, former State Superintendent in Virginia, later President of Hampden-Sidney College, and also a member of the Slater Board. The idea was that when the schools should become high schools they might be so called. Some of them have thus graduated out of the Training School list, and changed the name, but there are others which, though they are entitled to the change of title, still keep the name of Training School.

It sometimes happened that a County Training School served not only its own county but some adjoining county. A Jeanes Teacher, going about among the rural schools, would find bright pupils who ought to have a chance of passing beyond the five or six grades provided. She would tell about the Training School and perhaps bring about the chance of going. If it were too far away, perhaps there might be some relative living near it, with whom the child could board. Some of the schools soon began to have modest dormitories. By 1925, when there were 233 schools, there were fifty-seven which had dormitories of some kind. In that year there were 6,198 boarders, of whom 1,657 were in dormitories, the others in near-by homes. In more recent years the tendency has been toward transportation.

Cooperation has become a great word in our day. In really effective cooperation in the field of education the County Training Schools furnish the most striking example that I know of. Let me give one instance of one of the schools which I recently visited. This school had received help from seven sources: the State, the county, the contributions of the people themselves, the Slater Fund, the General Education Board, the Rosenwald Fund and the Federal Fund, known as Smith-Hughes. This last was supplying the salary of a teacher in agriculture and shop work. The General Education Board had supplied most of the money for a shop building. The Rosenwald Fund gave a part of the money for a new main building. The Slater Fund was helping in the payment of salaries. Besides all these agencies the Carnegie Corporation made through the Slater Board liberal contributions to County Training Schools in the critical middle period of their development.

After all, these schools being public schools, their  
(Continued on page 23)

## Who Is George's Best Teacher?

By JAMES H. DILLARD

(Reprinted from the January 1930 Southern Workman)

This is an intriguing question and bids for an attempt to reach a happy answer. I have my own answer, but do not ask that it be accepted by anyone without taking thought. Any teacher, for example, who would accept, without thinking, anyone's say-so on such a matter, I should be inclined to set down at once as not being a candidate for the honor roll. I think we might say to any teacher, if any idea can be "sold" to you, or if any propaganda or "cunjer word" can catch you, without your doing some thinking on your own account, you can hardly be a best teacher.

How great is the need for people who can and will think. Of course we need people who are called "good," but there is all the more need for "good people" to think. Thinkers are needed all the time and everywhere. They are needed in nation and community, needed in statesmanship and business, needed in religion and education. There is no sort of occupation, from farming to preaching, there is no occasion, no project, no program, no crisis in all our human endeavors when the pressing need is not for men who can think straight.

It is often said that schools should train for citizenship, and by this it is often simply meant that some text-books should be used that deals with government. Far more important is it for the making of a good citizen that he should be a man who thinks well, than a man who may be informed about legislative statutes and county organizations, facts which may change in a year. A good citizen is primarily one who forms an intelligent judgment and registers a right decision on any public or social problem with which the community is faced. It is not enough that he have good information and good intention, he must have good sense.

There is a sharp line between the person who has the power and habit of thinking things through and the person who has not such power and habit. Some are naturally gifted with the disposition and ability to think. All of us, gifted or not, can be helped by education. But the education must have education in view. It must put the emphasis on this rather than on curriculum or any other question. The character of curriculum has importance, but not the importance of work done with the constant purpose of begetting and aiding the power and habit of thinking. What George learns is important, but certainly not so important as the discipline of grasping intelligently and accurately what he does learn.

We all say that it is not a string of facts in the head that makes education. General knowledge is good. Special knowledge is good. But information is not necessarily education. It is steady, accurate thinking that marks an educated person. It seems to me that we cannot get away from this.

So, no matter what George's vocation is going to be, is it not the best wish for him that he should be



able to give it intelligent thought? And is not the best teacher, herefore, the one who does most to beget the habit of thinking? How to do this is the highest of all problems in education. One solution of the problem seems pretty sure. Day by day George must be brought to use his head, and to work hard, if you please, over the subjects that are set before him in his school. So I think we may answer our question by saying that George's best teacher is the one who gets out of him the most of willing work, and never, under any circumstances, allows him credit for work he has not done. Such teacher, by holding him to accurate work, is leading him to the habit of thinking. He may sometimes growl a bit about strictness, but in the long run this is the kind of teacher that he respects the most and likes the best.

## Education and Information

(Reprinted from *SCHOOL AND SOCIETY*, Vol. XXX, No. 779, November 30, 1929.)

Going up last summer from Liverpool to Edinburgh we happened to be in a compartment with two very delightful and intelligent young women who were on their way to a wedding in Carlisle. One of them was a teacher in the Liverpool schools. We talked about Hackett's "Henry VIII," and Sheila Kaye-Smith's "Iron and Smoke," about politics and about school work. She had voted the Labor ticket. She gave me her reasons for joining the Labor party and explained the present low condition of the Liberals. On whatever subject we conversed I was struck with the thoughtful way in which she seemed to have formed her opinions and the clear way in which she expressed these opinions. Here, I said to myself, is a young woman who has been well educated. She has the power and habit of thinking.

After a time she asked where I lived in America. I told her about Charlottesville and Monticello and the University of Virginia. Of course Jefferson was several times mentioned. "Jefferson," she said, "Thomas Jefferson. I believe I have heard of him. The name sounds familiar. Was he one of the presidents?"

I confess I was a bit surprised that any one of her intelligence should have such hazy information about our great democrat. Could it be that she was the well-educated young person I had taken her to be? I recalled the clear cut way in which she expressed her judgments about books and schools and politics, and in spite of her shortcoming on Thomas Jefferson I concluded that my first impression of her was correct, that she was a well-educated person.

For, I asked myself, do we not often confuse education and information? Education and information are near akin, but they are certainly not the same thing. You may be able to pour information into George, but you can not pour education into George. He may be a passive recipient of information, he may catch it on the fly, from his books, his teachers and

even from moving pictures. But when it comes to getting him educated, George himself has to take a very active and persistent part in the process. There is no other way for him to be educated.

We seem to have fallen into the habit of classifying under the term education much that would be more accurately called giving information. Propaganda, for example, is not education. The process of such and such in six days or six weeks is not education. There are, in fact, short cuts to information, but there are no short cuts to education.

I was sorry I had not asked my chance acquaintance more about her own training. Perhaps she had studied subjects that might be called useless. No matter what may have been her curriculum, I could not avoid the conclusion that she had been well trained and was educated. Being educated could she not quite easily at any time find out all she need know about any special subject, including Thomas Jefferson?

J. H. Dillard.

Charlottesville, Virginia

## "What's the Use O' Tryin'?"

Ain't no use o' tryin', daddy,  
Can't do nothin' new,  
Hav' ter do the same old  
Things the others do.

When I try recitin' lessons  
Then that teacher looks at me  
Says—"John Jacob you must say it  
As the rest do, Can't you see?"

So she skips me, marks me zero  
An' goes on to little Joe  
Who says ev'ry single word right  
Whut they mean, he doesn't know.

I jes' want ter use my own words,  
Say my lessons as I please.  
'Stead o' themes write little stories  
'Bout the birds an' brooks an' trees.

So there jes' ain't no use tryin'  
Can't do nothin' new—  
Jes' get zero cause I won't do  
'Zactly like the others do.

—Mary Whaley, N. Y. State Education.

## THE AIMS OF PHYSICAL EDUCATION

(Continued from Page 15)

dances—activities which give pleasure and fun, and which may be employed during one's leisure.

"When physical education presents a program which is psychologically and physiologically sound and therefore pedagogically acceptable, it will find itself in organic relationship with education as a whole and with other subjects or departments represented."

## VOCATIONAL GUIDANCE

### Choosing a Vocation, Trade, Business, Career, or Profession

By GEORGE W. BLOUNT, *Field Secretary, Cheyney Training School for Teachers*

YOU CAN'T FAIL IN LIFE—"IF?" One half of life is "IF" and that is very true as you can readily see by the spelling of the word.

"IF" you are just starting out in life and wondering what sort of a job is best suited to your temperament and abilities; "if" you are unhappy in your present position and don't quite know just what to do about it; or "if" you are frequently called upon to advise those who come to you for guidance it would be well for you to stop and take stock of your information on this subject.

Every job has its own combination. Every person, in his or her nature, has the corresponding combination. Certain kinds of jobs fit certain kinds of people, and they do not other kinds of jobs.

This year, and every year, about a million two hundred and fifty thousand young men and women will be poured into the market places by schools, trades schools, colleges and universities. A few will find jobs waiting for them; a few others know exactly what they want to do and will set to work doing it; but the great majority of them will be utterly in the dark as to what work is best for them.

Ten years from now a large number of this year's candidates will still be baffled—will be trying to find themselves. Twenty years from now many of them will be getting a little desperate. Thirty years from now—for some of them it will be entirely too late in life for them to attempt anything worthwhile.

In every shop and office are splendid men and women groping for the right combination. They are not quite happy. They can do more work and better work if given the right chance. They are not paid as much as someone else who possesses less ability. They think and struggle and ache—and all the time there is the blank wall in front of them bearing on a big question mark (?).

You should ask yourself the question—"Is your job getting you anywhere?" Nature intended for you to succeed, but you will never succeed if you do not fit your job. To choose the wrong life work is a tragedy; you rob yourself of valuable time, energy, golden opportunity and happiness. Don't be a misfit. Ride into life on the right road.

Fit your job and you will certainly get good pay. You may be right when you say you are worth more than you are receiving today in your present position to day. Success in life depends on how a man or woman uses his or her valuable time. The first step in starting out is to decide exactly what one possesses, and in what kind of work it can be used most advantageously. It is advisable for every one to find out just what he is best fitted for by nature and education and training.

It is to be taken for granted that, among other things, one of the purposes of education is to prepare young people to earn a living, it must also be taken for granted that young people should know

something about the different ways of earning a living. As children go about in their homes and among their neighbors, they will absorb something of a knowledge of vocations or occupations. They will incidentally acquire additional and very valuable information in their school work—reading, writing, English, science, mathematics, etc.

But the general trend of educational leadership today demands that some time be set aside in the course of school work, for a general survey of vocations or occupations. It is the duty of the vocational teachers or advisors to lead the pupils from one vocation to another, showing them the nature of the vocation, its advantages and disadvantages, its economic and its noneconomic rewards. The teacher should encourage discussions on such points as the requirements of the learner, the needs of the community, and the opportunities for advancement.

Vocational teachers and advisors have a splendid opportunity to point out constantly the joy and the rewards that come from genuine social service in a vocation. The point of view of service to humanity as a means for the achievement of a well-rounded, self-respecting life should be stressed. Work itself can make for joy and happiness.

One of the greatest troubles with workers of today is the habit of looking inward and of worrying about themselves. If teachers, advisors, or counselors could lead the future worker to look outward toward his fellow men, and to see his work as something decidedly worth while, the workers of the future would feel more strongly the joy of their work.

As I view it today, "IF" I were again a boy of 15 or 16 years of age, I would put a great deal of my valuable time and serious thought to the choice of a field of life endeavor. I would just as far as I could possibly do so, make sure that I really wanted to enter upon the vocation, trade, career, business, or profession when I did. The earlier one's life work is chosen, the earlier in life it will be possible for one to succeed.

IT IS THE FINEST THING IN THE WORLD TO PURSUE YOUR WORK THROUGHOUT LIFE WITH WISEHANDED SKILL INSTEAD OF FOLLOWING BLIND ROUTINE.

Having disposed of the extremely important business of choosing my goal in life, I would strive earnestly and everlastingly toward it. Foresight, initiative and dependability are cardinal qualities of success, and if one does not possess these qualities, they can be cultivated. If your vocation, trade, business, career, or profession has been wisely chosen, your natural interest in it should inspire hard work. If you are not working hard, it is time to examine yourself and your work very critically. The chances are that you are unsuited for that particular line of endeavor.



Don't be a bit timid about changing your life work if you see that you are in the wrong channel. Get out immediately, before it is entirely and everlastingly too late. In this age of highly trained specialists there is very little opportunity for the untrained individual. If your heart and mind are bent upon indentifying yourself with the vocations, trades, careers, business, and professions requiring ability and training, there is now and there will be an ever-increasing demand for the services of trained individuals.

Ability and training combined with application and close attention to details will get you there, if anything in this world will do it. One's own likes and dislikes alone should determine one's choice of a life work. We only do good work when we enjoy the kind of work we do. We only progress in it when it absorbs our thoughts so much that it is always in our mind and we are subconsciously thinking of ways in which we can do it better and improve our craftsmanship.

The man who can do the work he likes, not because of the money it brings, but because he loves to do it, has been called of the gods. And that is true. No other happiness in life comes to us that is greater than that of doing congenial work. Many people fail in life because they have been forced into ungenial occupations by their families, or because they have gone into work for which they were not fitted because they thought that their friends would look down on them if they took up some line of endeavor that was not romantic or aristocratic.

### A HAPPY DEVELOPMENT

(Continued from Page 20)

main development has come from public school funds. This is the great fact, and it is a fact which, even in thinking of race relations, counts for more than many orations as evidence of growth in conviction of justice and spirit of goodwill.



Audubon Society

## Junior Audubon Clubs

The National Association of Audubon Societies, 1974 Broadway, New York City, announces that through the generosity of its friends it is again able to furnish large numbers of colored bird pictures and leaflets to school teachers and pupils of the United States and Canada.

The plan is very simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club and have a few lessons, from time to time, about some of the more common North American birds. The teacher also will explain that each child wishing to be enrolled must bring a fee of ten cents in return for which he will receive a set of six beautifully colored bird-pictures made from original paintings by America's leading bird-artists. Accompanying each of these pictures, there also will be a leaflet with four pages of text, written by well-known authorities on bird-life. This will tell in an entertaining way about the habits of the birds, their courtship, their songs, their nests, their food, their winter and summer homes, their travels, their enemies and many other facts of interest. There is furnished, too, with each leaflet an outline drawing of the bird which the pupil may fill in by copying from the colored plate. Every child in addition receives a beautiful Audubon Button of some favorite bird in color which is a badge of membership in the club. A new set of pictures and leaflets is furnished every year to all who wish to repeat this plan of bird-study.

Every teacher who is successful in forming a club of twenty-five or more receives free a year's subscription to the magazine *Bird-Lore*, which is the world's leading, popular periodical devoted entirely to birds. When a teacher is unable to form a club of as many as twenty-five, a subscription to *Bird-Lore* is not given, but the bird-study material is supplied the children where as many as ten are enrolled. This undertaking costs the National Association of Audubon Societies twenty cents for every child enrolled, and this means that the material is actually furnished at half the cost of publication and distribution.

Last year 347,849 boys and girls were members of Junior Audubon Clubs. In the State of New York 1,053 clubs and 27,366 members were enrolled.

The National Teachers' Association will meet in Petersburg, Virginia, in July. The officers of the Association cordially invite every teacher to attend this meeting which will be both informative and interesting.

In an early issue of *The Bulletin* a tentative program will be published. A bit of the history of Petersburg is given in this issue. Don't miss the chance of a pleasant although short sojourn at this rare old historic city.

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Next meeting, Richmond, November 26-28, 1930.

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Next meeting, Parkersburg, November 13-15, 1930.

## STANDARDS OF ATTAINMENT

(Continued from Page 8)

read orally the thought units or part of the unit which answers a question asked by the teacher.

3. Ask several intelligent questions pertaining to what has been read.

4. Read the selection orally to show accuracy in work recognition. The percentage of accuracy is based on allowing TWENTY errors for every one hundred words.

Standard II—Additional Attainment 5-7.

5. Read independently, with a greater degree of accuracy, a short story containing SEVERAL thought units. This story, selected from a Third Grade Reader, should be chosen because it contains familiar vocabulary of the relative degree of difficulty of the basal text. This material should not have been previously read by the child.

6. Read the selection silently, then reproduce in sequence the events of the story.

7. Read the selection orally to show accuracy in word recognition.

There are many types of informal tests that may be employed to advantage. Reference has been made here to one type only, a story, the content of which is within the reading ability of the child. Stories that begin on the right hand page of a reading text are worth while for this purpose. This makes it possible for the teacher to read aloud to the class the content contained upon the first page. When the page is turned the child continues to read silently. In this way the teacher easily checks the number of words read per minute. By noting the time when the children begin to read silently and by telling them to check the word which they are reading at the expiration of a minute, a fairly accurate estimate can be made of the number of words read per minute.

The specific requirements indicated in these standards should not be interpreted as the only requirements worthy of being accomplished. They naturally will vary in number and degree of difficulty, according to the needs to be served. The teacher who checks accomplishment in terms of definite standards, is employing a worthy means of refining the quality of her teaching.

—New York State Education.

## HAITI

(Continued from Page 17)

The Commission headed by Governor Forbes was sent to the island by President Hoover to insure that whatever help Haiti may need in this direction should not be over-burdened with a domineering bureaucracy without sympathy for the aspirations of the Haitian people and operating in such fashion as to stifle the natural and inalienable functioning of Haiti's own government.

A second Commission headed by Dr. Moton has been asked by the President "to exhaustively investigate and make recommendations as to the educational system in Haiti, with a view to constructive policies for the future." The view of the President, fostered by the best experience in modern educational

practice is that the system of public education provides the agency by which the general improvement of social conditions for the mass of the population can be effected. It is the task of Dr. Moton's Commission to discover and to recommend to the President that type of organization of the school system in Haiti as will provide for the healthy development of every phase of that country's national existence under the ultimate control and administration of the Haitian people themselves.

The opportunity thus presented is unique in the Western Hemisphere and in the society of nations. Haiti is relatively a small country, not more than ten thousand square miles in area. Its population is approximately two million. It represents a unit of government of just the right size to conduct a practical experiment in national development that may well serve as a model in the approach to similar problems to be found in many other countries throughout the world. It is to be hoped that neither Haiti nor the United States will fail in the realization of the full possibilities of such a scheme, fraught as it is with the greatest advantages for Haiti and ultimately for all mankind.

## EARS THAT HEAR

(Continued from Page 9)

to teaching music in the one-teacher school is so little. Yet an important part of the child's musical education can be given in rural schools through the use of self-playing instruments even by teachers who think they cannot sing or detect errors in singing. An essential consideration, however, is to be sure that in doing this we move in the direction of progressive education, basing our courses of study upon principles that are psychologically sound and remembering the conditions under which children learn joyously and grow well. For the faults of public school music in the past are recognized by all educators who seriously analyze the field. We have placed too much effort on teaching facts and too little on the integration of experience in all fields of subject-matter; but this has been especially true of music teaching. Yet music ought to be the very center of the curriculum as a large 'medium for general education' and 'one of the greatest of the integrative arts!' As Doctor Rugg points out, 'It (music teaching) is confined chiefly to one limited form of expression—singing. To this end an inordinate amount of emphasis is placed on the bare mechanical acquisition of technical ability in sight singing—the recognition of musical notation. . . . As a result musical instruction is organized on the same basis as arithmetic. Methods are essentially intellectual. Rhythm is taught not as action, which it is, but as symbol, which it is not.'

The leader then showed how the teacher had used rhythm work to this end and the aims that lay back of it; how she had approached the children through their own experiences and interests, how she had guided their responses because her aim at this point was not to "draw out" but to interest pupils in the theme discussed and to guide their listening with a purposed power of concentration. She



showed, too, that while the children were having this happy experience of active participation in music, some of the things which the teacher had in mind were teaching accent, good tone quality, mood, theme and theme repetition, phrasing, introduction, dynamics, recognition of instruments and accompaniments. She stressed the idea that the pupils learned these through actually experiencing them in the music itself.

"How sweetly and joyously they learned to sing in that one period, and without any help from the teacher, too," the rural teacher thought. "Why I do believe they learned that song through listening to the selection without even knowing they were studying it. Couldn't I use records in that way too?"

Just here she found herself in front of the superintendent's house. A mud-spattered car at the door announced that Mr. M—— had already reached home. The rural teacher was soon pouring out her troubles and asking for help. Mr. M—— listened quizzically.

"Yes, I liked that music lesson, too; for it was not just a period of talking about music. It was a lesson in actually listening to the best compositions with ears that have been taught to hear and hearts that had been led to understand. I think that's one reason why those children sang so well. Now, as for your own problem, my dear. You have come at the right hour for I received last week an advance copy of the music appreciation outlines for rural schools and I have been wondering which of my teachers would like to try it out. I take it that you are the young lady. These are very simple lessons, but they tell you what to do and one good way of doing it."

Then with a half-humorous twinkle he added: "But remember, if you take them you must use them every week and criticize them too, so that the people down at headquarters may learn from you how to make them better."

"Oh, Mr. M——, I could never do that!"

"Yes, I want you to try. After all, the real test of any course of study is the way it works out in the classrooms. Come, now, promise and you shall have your reward immediately." Mr. M—— held up a new case of educational records.

"Oh Mr. M——, may I take those too? Do you really mean it?" she beamed.

"Indeed I do. You may take them until you can order your own, and meanwhile, I shall come out and help you get the work started. Perhaps before long we shall have you demonstrating at one of our group conferences!"

Then they began to take the records out of the case. There was the selection that told about two horses, one on the pavement and one on the dirt (The Wild Horseman: Schumann). How her small boys would like that! There were the stories of the fresh soldiers and the tired soldiers. (The Soldiers March: Schumann; March: Hollaender), the selection with the dainty steps and bows (Air de Ballet: Jadassohn), which small girls loved, the story of the three little frogs and the big bull frog on their way to the pond (Jumping: Gurlitt). Can't you hear

them splash as they jump into the water? And then that beautiful myth in story and music, Narcissus (Nevin). She could hardly wait to gather them up and be off.

A few minutes later, after cheery "good-nights," a happy hearted teacher was on her way home and the first experiment in offering an organized course in music appreciation in that supervisory district was on its way to a beginning.

How many of our rural boys and girls are tuning in nightly over the radio on those "Sidewalk Blues" because they do not know how to enjoy Handel's Largo and cannot understand a Damrosch program? Are there other dusty phonographs in the rural schools of New York that might be used to help our children grow into the love of the best music? Are there other rural teachers who desire to bring these country children near to the "pure joy of the spirit through music"? If there be such, for them too there is a way, for them too such teaching aids are available. Let us try to help our children lift their hearts in a pure emotional response to the beautiful in music and their voices in joyous song because they have ears that hear. Settle down some long winter evening to read Mohler's Teaching Music from an Appreciation Basis, or Kinscella's Music Appreciation Readers, or some similar book; for music "makes the world weep, and laugh, and wonder, and worship. It is the instrument of God" and our rural children should have their share of it.

—New York State Education.

<sup>1</sup>Quoted from the report of the music committee, New York State Teacher-Training Course of Study in Music III (Music Appreciation), page one.

<sup>2</sup>The italics are our own.

<sup>3</sup>From Alice Thorn's "Music for Young Children."

<sup>4</sup>Rugg: The Child Centered School.

<sup>5</sup>Moore in the introduction to Music Appreciation in the Classroom.

## The Land of Beginning Again

I wish there was some wonderful place  
Called the Land of Beginning Again,  
Where all our mistakes,  
And all our hearts aches  
And all our poor selfish grief  
Could be dropped like a shabby old coat at the door,  
And never put on again.  
I wish we could come on it by chance  
Like the hunter who recovers his trail;  
And I wish that the one whom our blindness had done  
The great injustice of all  
Could be at the gates  
Like an old friend that waits  
For the Comrade who's gladest to hail.  
It wouldn't be possible not to be kind  
In the Land of Beginning Again;  
And the one we misjudged  
And the one whom we grudged  
Moments of victory here,  
Would find in the grasp  
Of our loving hand clasp  
More than patient lips could explain.

—Rochelle Hall, Brick H. S. '30.

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## THE HIGH SCHOOL CHALLENGES THE COLLEGE

(Continued from Page 6)

These grades show that whether there is competition or no competition the women, regardless of their classification, did better than the men.

When failures are considered these figures present themselves:

Men in H. S.	= 3	Women in H. S.	= 1
Men in College	= 4	Women in College	= 2
	—		—
Total	= 7	Total	= 3

Hence there were a little more than twice as many failures among the men as among the women.

The reasons for the superiority of the women may be due to the following causes:

1. They had a better foundation—a condition which might have started in the elementary grades.
2. They are more plastic and so can give more attention to instruction.
3. They can give more time to study on account of the fact that they can get more financial assistance from parents and friends than the men.
4. They have more studious habits than the men.
5. They have greater love for English or for learning in general than the men.

XII. There is nothing in this experiment to justify the inference that because the women made better students of English that they will make better teachers of the subject.

In order to prevent the large proportion of failures among the men it is evident that the teacher should place his emphasis upon them by giving them added attention through private conferences, extra exercises, or separating them entirely from the women.

In a general way it may be claimed that this experiment served several useful purposes. Above all, it established the fact that twelfth grade students can assimilate a great deal of freshman composition thus necessitating a reorganization of content and methods of both courses. As it was not the purpose of this study to make a comprehensive survey of all high school and college English composition, the question as to what would be taught freshmen, if much of their present course is transferred to the high school, must be answered elsewhere.

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ANNUAL MEETING  
OF THE  
NATIONAL ASSOCIATION OF TEACHERS  
IN COLORED SCHOOLS

WILL BE HELD AT  
PETERSBURG, VIRGINIA, JULY 22-25, 1930



Teachers planning to attend this meeting should write President John M. Gandy, State College, Petersburg, Virginia, or to Wm. Sanders, State Department of Education, Charleston, W. Va.

Presidents and secretaries of State Associations are requested to forward the names of their delegates to the Executive Secretary as early as possible. A state is entitled to one delegate and one alternate for each 25 members or major fraction thereof, in the N. A. T. C. S. In addition to delegates, each state is entitled to a representative on the General Council. It is important that State Associations cooperate with the officers of the National Association by selecting delegates and members to the General Council. Only properly accredited delegates will be permitted to vote on all matters, including the election of delegates, in the Delegate Assembly. See that your State is properly represented. The Petersburg meeting will be an epoch-making session in the life of the Association.



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# The Bulletin

*Official Organ of the  
National Association of Teachers in Colored Schools*

VOLUME X

CHARLESTON, W. VA., MAY, 1930

NUMBER 6

**I**T has been demonstrated that it is possible for children to lead the same natural lives in school that they lead in homes of the right sort, outside of school; to progress bodily, mentally, and morally in school without fictitious pressure, rewards, examinations, grades, or promotions; while they acquire sufficient control of the conventional tools of learning and of the study of books—reading, writing, and figuring—to be able to use them independently.

—John Dewey in *Progressive Education* 4:100.

*Published Monthly except July, August and September*

ANNUAL MEETING OF THE N. A. T. C. S.,

PETERSBURG, VIRGINIA, JULY 22-26, 1930

# THE BULLETIN

VOLUME X

CHARLESTON, W. VA., MAY, 1930

NUMBER 6

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Letters to the Editor, contributions, news notes, and books for reviews should be sent to Mrs. Addie Streater Wright, Brick Junior College, Bricks, N. C.

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and rates should be made to Mr. W. W. Sanders, Box 752, Charleston, West Virginia.

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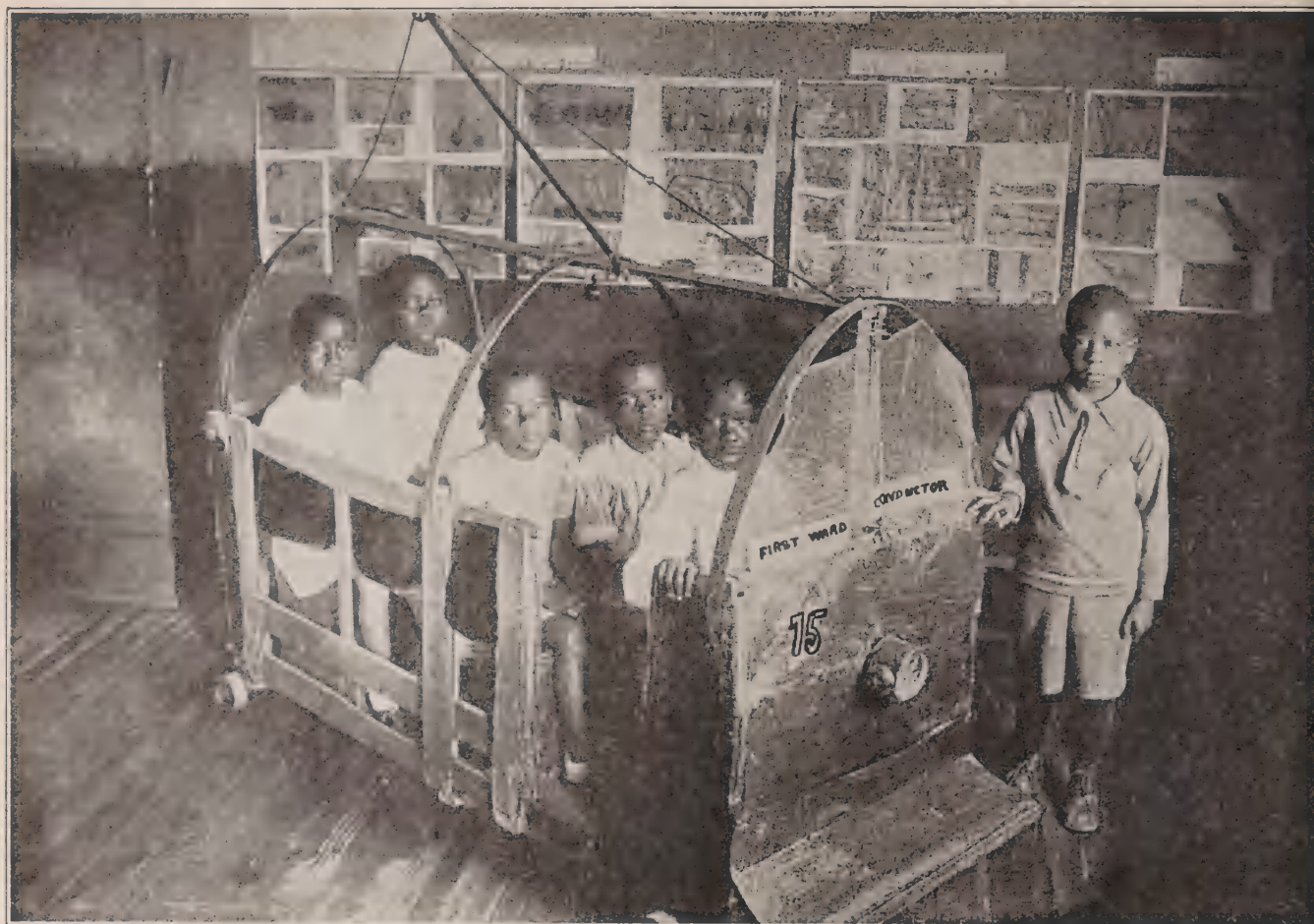
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ATLANTA, GEORGIA



Vacation Activities



# THE BULLETIN

VOLUME X

CHARLESTON, W. VA., MAY, 1930

NUMBER 6

## INTERNATIONAL INTEREST IN CHARLOTTE

### SCHOOL ACTIVITIES

An exhibition of the activity curriculum in the Charlotte City Schools for 1928-1929 is now on permanent exhibit in Germany.

### VACATION ACTIVITIES

That Charlotte's activity program was effective was proven by the carry-over of vacation activities. Before school closed letters were sent to parents asking them to cooperate with their children. Suggested book-lists were given and prizes were offered in all schools for the best vacation-activity brought in or written up at the fall opening.

The results were astounding. Such things as canned fruit, garden produce, flowers, fancy-work, doll furniture, bird houses, airplanes, wagons, scooters, sewing cabinets, chickens, study of insects, study of birds, various kinds of booklets, etc. were brought in. All were well written-up, except in cases of first-graders who told of their activities. Never were prizes more joyfully given nor so gladly received. The child's ability to do, once his interest was stimulated, was clearly demonstrated.

### JOINT ACTIVITY OF SECOND WARD SCHOOL

The three divisions of the sixth grade of Second Ward School of Charlotte, N. C., enjoyed a unique experience in pooling their experiences in a joint activity.

The pupils of 6B2, Mrs. Boyden, teacher, were working on a Dairy Farming Activity. In this connection they modeled a life size cow of paper pulp, and constructed a silo, bringing out the importance and cleanliness of the farm products in their relation to the health of the pupils.

The pupils of 6B3, Mrs. Warner, teacher, became interested in the farm and suggested that they transport the products from the Dairy Farm. From this, they decided to study transportation from its beginning to our modern modes of travel. In connection with their activity they constructed a covered wagon, stagecoach, a modern ship, automobile, and an airplane. Suggestions as to the production, the buying and selling, and the manufacturing created a wonderful interest in both classes, and resulted in wide reading of outside material.



Better Homes Activity—Ungraded Class (all girls), Second Ward High School. Mrs. Bessie Patterson, Teacher

The girls of the Ungraded class, Mrs. Patterson, teacher, were very much interested in furnishing a home. Seeing the vital need of such an activity, the house was constructed in the hallway. It has, however, but one room. The idea is to add additional rooms from year to year. The girls had very practical lessons in planning, buying, and building. A very comfortable and attractive chair was made from a barrel by the girls. Suitable pictures were selected and properly hung. Arrangement of furniture and color scheme was given due attention. "Home Duties Score Cards" were used to give the girls practice in and appreciation of home activities. This created a great deal of interest among parents and patrons. The class showed appreciative interest in the activity all the way through.

A very palatable and attractive "Dairy Luncheon" is to be served in this home from farm products transported by train and auto trucks.

### HOME DUTIES SCORE CARD

March

Activities	Score
	Wks. 1st 2nd 3rd 4th
Sweeping .....	
Dusting .....	
Mopping .....	
Scrubbing .....	
Meal Planning .....	
Cooking .....	
Setting Table .....	
Waiting Table .....	
Bed Making .....	
Laundry:	
Washing .....	
Ironing .....	
Sponging and Pressing .....	
Planning and Construction of Clothing .....	
Repairing of Clothing .....	
Repairs about House .....	
Care of Children .....	
Errands .....	
Total Score	

Signed.....  
Parent or Guardian

Explanation of weekly scores:

5. Alert, excellent results.
4. Interested, very good results.
3. Tries; average results.
2. Little effort; poor results.
1. Indifferent, sloven, very poor results.

### ACTIVITY CURRICULUM IN THE ELEMENTARY SCHOOL

#### A Round Table Discussion by Charlotte, North Carolina Teachers at the North Carolina Teachers' Association

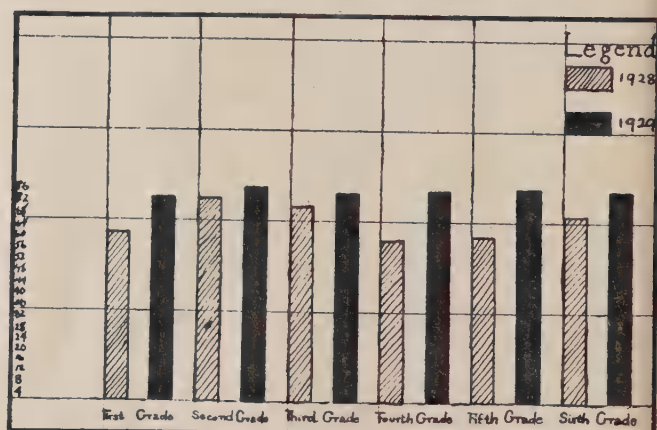
The first speaker, Miss Frances Sampson, discussed the initiation of the activity program in the light of modern philosophy and psychology as well as organization for definite constructive steps in curriculum building.

The second speaker, Miss Floretta Douglass, read excerpts from the published curriculum series on 1928-1929 activities and excerpts from unpublished activities for 1929-1930.

The last speaker, Miss Mary Wyche, discussed the present status of the activity program from the standpoint of an administrator.

Miss Wyche made it clear that due to the fact that this program is just two years' old, evidence of pupil progress is based on percent of promotions last year, 1929, as compared with percent of promotions the year previous, 1928, i. e., probable indications of positive effects of the activity curriculum. (See graph, please.)

The following graph is indicative of progress in the colored elementary schools since the introduction of activities in the class room. Space will not permit the detailed discussion in terms of percentages as presented to the audience.



Progress since the Activity Program

The Charlotte administrative and teaching group look for a gradual advancement from year to year in the future. They feel that this is and will continue to be possible because of better teaching, greater pupil interest and more enriched mental, physical and moral experiences of the children.

The results of a system wide questionnaire were also presented at this time. The questionnaire follows:



# COMPOSITE RETURNS FROM ALL THE SCHOOLS ON ACTIVITY QUESTIONNAIRE

Questions	Answers			
	Yes	No		
1. From your present experience in utilizing pupils' centres of interest for the "activity curriculum" do you think that it is a sound basis for curriculum construction .....	63	15		
2. Do you feel that the "activity curriculum" allows for pupil-participation (individual and group) to the full extent of their abilities?.....	66	12		
3. Since correlations happen and are not made, do you notice increased pupil stimulation by their thoughtful questions and suggestions, which involve desired (new) information?	70	8		
4. Is such information pupil-made-organization? .....	58	20		
5. Do you find more opportunities not only to lead pupils through good study techniques, but to make them conscious of these techniques?.....	70	8		
6. Do the pupils in the process of study—find, feel and suggest need of skills (drill)? .....	63	15		
7. Does the activity result in command of subject matter (accumulated race experience)?.....	66	12		
8. Have you noticed indications of this in studying pupil responses in the Standardized Achievement Tests?....	55	23		
9. Is there evidence of pupil progress in the development and practice of worthwhile habits and formation of desirable attitudes?.....	71	7		
10. Are there sufficient leads to wider and deeper interests which make for satisfaction in life?.....	62	16		
11. Would you rather return to the old type (more formal curriculum and teaching)? .....	4	74		

## (SECTION II.)



**ACTIVITY—NEWS STAND**  
School—Myers Street  
Teacher—Hattie Russell  
Time—Four Weeks

### I. Situation

1. Setting—5B<sup>2</sup>.
2. Origin—The activity arose from a lesson in English—"New Friends"—Magazines for Boys and Girls. After a very interesting lesson (Magazine Exhibit) presented by the "Quick Steppers," the pupils clamored for more; hence the News Stand.

### II. Activities Involved

1. Building of News Stand.
2. Painting of Stand.
3. Purchasing of Oil Cloth.
4. Painting of Sign.
5. Collecting of Magazines.
6. Arrangement of Magazines.
7. Making of Price List.

8. Making of Money.
9. Making of Cash Register.
10. Selection of Managers.

### III. Subject Matter

#### Reading

##### A. Recreatory

- Oral—Bright Sayings of Children  
Liberty  
Spice of Life—Literary Digest.
- Silent

##### B. Work Type

1. Biographies of well known writers
2. Publishing Houses
3. Subscription Letters
4. Current Events.

#### English

- A. Conversation and Prose Composition  
Punctuation, Letter Writing (Business and Friendly)  
Verse.

#### History

- A. First Printing Press
- B. First Newspaper.

#### Geography

- A. Making of Paper
- B. Paper Manufacturing Centers
- C. States Prominent in Paper Industry.

#### Spelling

- A. Words Derived from Activity.

#### Art

- A. Letter Cutting
- B. Book Making.

#### Arithmetic

- A. Subtracting a Mixed Number
- B. Fractional Parts, etc.

#### Music (Creative)

- A. Composing of Words
- B. Writing of Music
- C. Folk Dance.

### IV. Specimens of Subject Matter

#### 1. Reading

- (a) Recreatory--(1) Spice of Life - Literary Digest.

"So you want to joint the army—fer how long?"

"Duration."

"But there ain't any war on."

"I know—I mean duration of peace."

(2) Tommy was meandering homeward much later than his usual supper time. A friend of the family who happened to see him said: "Why Tommy, aren't you afraid you'll be late for supper?" "Nope," replied Tommy, "I've got the meat."

#### Bright Sayings of Children - Liberty

(1) Mary gazed at a bottle of perfume on her aunt's dresser and asked her what perfume was for. Her aunt told her it was just to smell. "Who smelled it down that far"? Mary wanted to know.

#### (b) Work Type Reading

Tenth Birthday of League of Nations

1. Origin
2. Use
3. Result.

#### 2. English

Myers St. School  
Charlotte, N. C.  
April 3, 1930.

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#### 3. History

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#### 4. Geography

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#### 5. Spelling

Review of Reviews

Literary Digest

National Republic

Good Housekeeping

The Saturday Evening Post

Picture Review.

#### 6. Arithmetic

Synthia bought 32 in .of oil cloth. We used 29¾ in. for the News Stand. How much was left?

#### Art

Read! Read!

News Stand.

#### 7. Music (Folk Dance)

We'll all some reading do

We'll all some reading do

We'll get some good reviews

And take in the latest news

Yes, this is what we'll do

We'll get some good reviews

And take in the latest news.

Chorus

Tra, la, la, etc.



**V. Learnings Other Than Subject Matter**

Cooperation  
 Accuracy  
 Leadership  
 Self Control  
 Neatness  
 Self Reliance  
 Regular Attendance  
 Class Pride  
 Politeness  
 Obedience  
 Kindness  
 Initiative  
 Ability to Enjoy.

**VI. Results of Activity**

Love of Books  
 Desire to Read  
 Desire to Own Books  
 Improved Study Habits  
 Selection of Magazines  
 Larger Vocabulary  
 Better Understanding of Buying and Selling Habits  
 A Greater General Knowledge of Business Problems.

**VII. References Used**

Industry and Trade—Bishop and Keller  
 Geography—Barrows-Parker  
 History—Course of Study.

**(SECTION III.)****ACTIVITY—FIRST GRADE ORCHESTRA**

Alexander Street School  
 Teacher—Miss Blanche Tyson

**I. Situation**

1. Setting—Grades 1B<sup>2</sup> and 1B<sup>3</sup>.
2. Origin—A number of the children witnessed the Colored American Legion as they marched through the main streets of the city to the Southern Station. We talked of how pretty they looked, and how well they played. We decided to dress up and look and play well, too.

**II. Activities Involved**

Children choosing instrument they wanted to use. Deciding on material to be used: drums, bugles, harmonicas, jingle-bells, triangles, whistles, tambourines, cymbals, kazoos, chime-bells, sand-blocks.

Purchasing material.

Building and painting rack for material.

Building, painting and hanging a curtain on an enclosure for members of orchestra.

Grouping children according to instrument used.

Practice—Getting rythm by correct tempo of simple selections, directed with use of the baton. (The victrola was chief aid.)

Making caps and coats.

**III. Subject Matter**

1. History—The life of little colored boys; how they began and became great musicians—Samuel Coleridge-Taylor, Joseph Douglas, Clarence White, Roland Hayes.  
 Life of white boys who became great musicians—Robert Schuman, the great pianist, and Wolfgang Mozart, composer.
2. Language—(a) Dramatization: Mother Goose Rhymes; (b) Stories: Alice in Orchestralia, Their Own Band; (c) Oral and written reproduction of the making of the articles.
3. Number—Counting instruments.

(Continued on Page 12)

# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Office of Publication: State Department of Edu-  
cation, Capitol Building, Charleston, W. Va.

Subscription to non-members \$1.50 per year.

Published This Year November, December, Janu-  
ary, February, March, April, May, June, July.

Entered as second class matter at Charleston, West Vir-  
ginia, April 24, 1930, under the Act of August 24, 1912.

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## RICHARD BYRON HUDSON

By WILEY E. DANIELS



R. B. Hudson

he was told about the affair, for, as an eccentric old neighbor of ours remarked, 'There were two unusual features in connection with the tribute: first, the entire arrangement was kept secret from the one who was honored, and second, he wasn't dead when the honor was conferred.'

The vehicle of this appreciative expression was what the critics have been kind enough to call "an impressive and inspiring pageant." The title of the said pageant was "Glimpses of Forty Years" and its presentation was the culmination of weeks of pains-taking effort on the part of teachers and students of the Clark School. Perhaps the most remarkable part of the whole business of assembling, writing and producing this pageant, the most potent justification of its purpose was, that during all the weeks of planning and gathering information concerning its subject no word of ill will, no depreciatory valuations were set upon his services by any one from whom we sought information. A prominent minister of the town when approached by us for the purpose of securing information concerning a certain phase of the subject's life had this to say, "Somehow I don't aptly recall the incident you want but I'll assure you of this, through all my years of knowing Prof. Hudson I have come to understand that the 'business of being useful' is his program of life and my observation of his efforts here in Selma and elsewhere has been that since such was his program he has adhered religiously to it. Again when we explained the nature of our effort to an outstanding white citizen of the town, we had this said to us by him: "You can't do too much in the way of showing appreciation to Prof. Hudson. Anything you do will fall far short of repaying him in the manner which he richly deserves." So we went about our task with what we have already called "conscientious belief" in the worthiness of him to whom our tribute was offered.

The pageant "Glimpses of Forty Years" was the work of the writer of this article. Our space will not permit us to fully describe it but we would emphasize three things concerning it: first it was a record of the life of a useful man enacted before his eyes; second, it was an appreciation of a splendid character made splendid by service, and third, its acceptance by the people of Selma in such an enthusiastic way strengthens us in the belief that, in what ever walk of life one may find himself, he has only to "adhere religiously" to the program of service, and humanity, despite its grotesque incongruences, will honor him for his efforts. The foreword in a beautifully arranged souvenir program of the pageant reads thus: The year nineteen hundred thirty marks the fortieth year of Clark School, also it marks the fortieth year of constant service on the part of the Principal of Clark School, Richard Byron Hudson. The pageant herein presented is ■

(Continued on Page 27)

We draw on that past, which made up our school days, and on the teachings of the most saintly of all our teachers for the thought that: there is nothing fine and beautiful about life that cannot be interpreted in terms of love for, and appreciation of, that very ephemeral thing which we mortals call service. Our memory still holds cherishingly to that instruction which led us to see that unless words and phrases designed to show respect and appreciation, or to summarize achievement, are firmly interwoven into that dynamic "something" which is truth itself, they become mere "idle chatter" useless cant, or tools of sychophants and charlatans. "So long as I have lived," wrote Alfred The Great, as his life force ebbed away, "I have striven to live worthily." There is no questioning the truth of that statement, the work of the man, as recorded in history, proves its veritableness. It is one thing to say with the romantic French people "noblesse oblige;" it is quite another thing to find an individual whose nobility of purpose, effort, and achievement obliges us to recognize that in truth here is the genuine article, but to the subject of this sketch goes such a tribute and with the tribute goes the knowledge that it is in honest obedience to the mandate which bids us render tribute to whom tribute is due.

On Friday night, February 28, 1930, the teachers of the City Public Schools of Selma paid tribute to the Supervisor of the Selma schools. Richard Byron Hudson, has served forty years as the guiding light of Selma's Negro Public School System. "This leaves me speechless" said Principal Hudson, when



## INTERNATIONAL INTEREST IN CHARLOTTE

(Continued from Page 9)

4. Word Study—Names of instruments and materials and tools used; names of musicians; titles of songs.

## IV. Specimens of Subject-Matter

1. Music—Smiles, Let Me Call You Sweetheart, Drink to Me Only With Thine Eyes, Mother Goose Rhymes.
2. Number—2 drums and 2 drums are 4 drums. 4 tambourines and 4 tambourines are 8 tambourines. 10 bugles less 5 bugles are 5 bugles. 8 kazoos less 2 kazoos are 6 kazoos.
3. Words—Drums, canvas, shilac, paint, horns, harmonicas, cymbals, bucket-lids, rhythm, harmony, melody, listen, order, kazoos, whistles.
4. Language—(1) Drums were made of cheese boxes, and canvas, then shilaced and painted. (2) Tambourines were made of hoops, tops of cold drink bottles and wire, then painted. (3) Cymbals were made of bucket-lids, with straps, then painted. (4) Triangles were painted horse-shoes bent like a triangle. (5) Sand-blocks were made with sandpaper, blocks and tacks. (6) Music stands were made out of laths, then painted.
5. History—Samuel Coleridge-Taylor began the study of the violin at the age of 6 years. His little boy grew to become head of a string band.

Joseph Douglas played a violin when a little boy. He must be a fine player, for two Presidents of our country had him to play for them.

Clarence White stands first in rank with America's violin players. We are proud of him.

Roland Hayes is a man that the world knows. His music made him great.

## 6. Creative Expression—

## (a) Original verse:

First Grade Orchestra is a fact,  
And to our music there's no come back;  
The youngest orchestra in the town;  
And when we play you get 'round.

## (b) Original tune to above words:

**Our Orchestra**

We love for the hour to come  
For the boys to beat the drums.  
The harmonicas are sweet,  
The whistles say tweet, tweet, tweet.  
Our bells go ding-a-ling-ding,  
To the shake of the tambourine.

## (c) Rhythmic Dance—"To Spring"—Children play the part of fairies, and dance to the music of bird whistles.

## V. Learnings other than subject-matter

Character Training—Alertness, order, attentive listening, accuracy, willingness, happiness, self-reliance, co-operation.

## VI. References

Universal School Music Series, by Damrosch, Gartlan and Gehrkens. Kindergarten and Primary Songs, by Edna Everett. Mother Goose Rhymes, records from Andrews Music Store. Negro Year Book, by Monroe Work. Clippings from the Woman's Home Companion, by Grace B. Clayton. Alice in Orchestralia, by E. La. Prade.

## (SECTION IV.)



Activity, Mr. McGregor's Garden. School, Biddleville.  
Teacher, Rose G. Leary. Time devoted, eight weeks.



**I. Situation**

1. Setting—First Grade.
2. Origin—This activity began the first month of spring.

The children were naming Signs of Spring. One little boy named plants coming up and people planting gardens. This statement led to a discussion of a garden. The children became very interested and decided that they wanted to have a garden of their own.

The name was selected from The Tale of Peter Rabbit in Mr. McGregor's Garden. This story had been read to the children and they showed a fondness for it, hence their selection of the name.

**II. Activities Involved**

1. Making Garden.
  - a. Selection of site.
  - b. Placing bricks around site.
  - c. Bringing new soil.
  - d. Securing fertilizer.
  - e. Getting garden tools, as hoe, rake, etc.
  - f. Digging up ground.
  - g. Mixing fertilizer with soil.
  - h. Getting plants and seeds.
  - i. Planting.
  - j. Getting watering pot.
  - k. Watering garden daily.
2. Making Peter Rabbit, Flopsy, Mopsy, Cottontail and Mother Rabbit.
  - a. Getting materials.
  - b. Cutting from patterns.
  - c. Coloring.
  - d. Ironing.
  - e. Sewing.
  - f. Stuffing.
  - g. Placing in garden.
3. Making Mr. McGregor.
  - a. Getting materials.
  - b. Cutting from pattern.
  - c. Coloring.
  - d. Ironing.
  - e. Making face.
  - f. Making hands.
  - g. Sewing.
  - h. Stuffing.
  - i. Putting rake in hand.
  - j. Getting straw hat.
4. Making Large Activity Book.
  - a. Getting oil-cloth for back.
  - b. Measuring.
  - c. Cutting.
  - d. Sewing backs together.
  - e. Selecting best work for book.
5. Making Wall Hanging.
  - a. Getting material.
  - b. Drawing scene on cloth.
  - c. Coloring.
  - d. Ironing.
  - e. Sewing.

**III. Subject Matter**

1. Reading.
  - Stories from Basal Texts.
  - Stories from Supplementary Readers.
  - Labels.
  - Bulletins.
  - Silent reading—seat work.
2. Language.
  - Dramatization.
  - Making up games.
  - Observation.
  - Original rhymes.
  - Original stories.
  - Floor talks.
  - Sentence making.
  - Language forms—Use of capital, period, question-mark.
3. Physical Education.
  - Rhythmic games.
  - Story plays.
  - Original game—Action song.
4. Number Work.
  - Examples involving additive and subtraction facts to 10.
  - Reading and writing numbers.
  - Number stories.
5. Art.
  - Coloring.
  - Cutting.
  - Painting.
  - Creative drawing.
6. Spelling.
  - Words used in activity.
  - Development of families—rhyming words: bell, fell, sell, well.
7. Nature Study.
  - Plants—How they live; What they need to grow, etc.
  - Rabbits—Characteristics: How they live; How they keep clean; What they eat.
  - Value of rain, sun, and good soil.
8. Writing.
  - Simple sentences.
  - Correlated with other studies.
9. Music—Songs and Games.
  - Oats and Beans.
  - Dandelion.
  - The Farm-yard Song.
  - Upon a Morning Sunny.
  - The Farmer.
  - May Song.
  - Original Songs — The Garden and the Rabbit.

Grade 1A  
Words by Wm. Barr  
Age 9 years.  
A Rabbit  
Tune Suggested  
by two girls - 4 yrs - 6 and 7.  
Music - R. S. Leary

I had a lit-tle rab-bit, Her name was Bell. I  
ran her down the road and she jumped and fell.

Grade 1A  
Words, Ed Wylie, Warren  
Age 7 years.  
My Garden.  
Music, R. S. Leary

I had a lit-tle gar-den, it was green, green, green I  
caught a lit-tle rab-bit and he screamed, screamed, screamed

#### IV. Specimens of Subject Matter.

##### 1. Reading.

Making a Garden—

We are making a garden.  
Sammie Lee brought sand.  
Lessie brought some flowers.  
We will plant the flowers.  
Today is March 6th.  
We began our garden today.

##### 2. Language (Creative verses).

I had a little rabbit,  
Her name was Bell,  
I ran her down the road  
And she jumped and fell.

I had a little rabbit,  
He would not eat,  
Everytime I gave him something  
He went to sleep.

##### 3. Art.

Creative drawing.  
Correlated with other subjects.

##### 4. Spelling.

hoe, dig, rabbit, hop, etc.

##### 5. Nature Study.

Rabbits live in a hole in the ground.  
They eat cabbage.  
The sun keeps plants warm.  
It makes them grow.

##### 6. Writing.

Rabbits can hop fast.  
Cabbage is green.

Composed  
by Grade 1 B  
A Rabbit Same.  
music - Rose S. Leary  
Allegro

This is the way a rab-bit hops, rab-bit hops, rab-bit hops.  
This is the way a rab-bit hops, so car-ly in the morn-ing.

Actions. — 1. Rabbit hops.  
2. Rabbit eats.  
3. Rabbit runs.  
4. Rabbit sleeps.

#### V. Learnings other than Subject Matter

(Habits, Attitudes, Skills, Appreciations)

Cooperation.

Neatness.

Care of tools.

Pleasure in work.

Individual pride.

Class and school pride.

Respect for labor.

Skill in use of tools, as hoe, spade, needle, etc.

Greater love and appreciation of Nature.

Desire to create.

Self confidence.

Desire to do more.





## (SECTION V.)

**ACTIVITY—PUEBLO INDIANS**

School—Fairview

Teacher—Edna E. Morris

**Situation**Setting—Grade 3A<sup>1</sup>.

Origin—In the Treasure Box, Basal Reader, the children read the story of the Cliff Dwellers. In discussing the picture connected with the story, the children learned that the Cliff Dwellers were Indians, and that all Indians did not live in tents on the plains. Many lived on high cliffs as a protection from their enemies and wild animals. The class was so interested in discussing this new type of Indian that they decided they would like to build a Pueblo Village in the class-room on top of the lockers.

**Activities Involved****I. Constructing Pueblo Village from large wooden boxes.**

- a. Measuring and sawing boxes.
- b. Making paper pulp.
- c. Covering boxes with pulp.
- d. Painting frames of houses.
- e. Making openings for entrances.
- f. Placing houses on lockers.
- g. Making ladders.
- h. Going to lumber yard for lumber to make ladders.
- i. Painting ladders.

- j. Covering lockers with brown paper to represent cliffs.

- k. Pasting paper together.

- l. Going to paint shop to buy powdered glue.

**II. Paper Pulp.**

- a. Tearing brown wrapping paper into 1 in. squares.
- b. Soaking paper in boiling water three days.
- c. Draining off excess water.
- d. Stirring with stick until bits of paper were fine.
- e. Mixing pulp with powdered glue.

**III. Clay (Pottery and Indian articles).**

- a. Making clay bowls.
- b. Modeling Indian beads, pipe, stone hatchet and hammer.
- c. Making Indian clay mask.
- d. Painting Indian designs on bowls and pipe.
- e. Painting beads, stone hatchet and hammer.
- f. Shilacing articles.
- g. Painting Indian mask, then decorating face with colors.

**IV. Indian Rain Rattles.**

- a. Collecting oatmeal boxes, baking powder cans and match boxes.
- b. Collecting sticks for handles.
- c. Bringing beans and small stones.

## d. Constructing rain rattles—

1. Scrape paper off cans;
2. Paint cans or match boxes;
3. Decorating cans with Indian designs;
4. Putting handles in cans.

## V. Indian Drums.

- a. Collecting cheese boxes, wooden keg, and canvas.
- b. Constructing drums—
  1. Painting boxes;
  2. Decorating boxes with Indian designs;
  3. Covering top with canvas.

## VI. Prayer Sticks.

- a. Collecting sticks, corn shucks and turkey feathers.
- b. Paint sticks, corn shucks.
- c. Tie feathers and corn shucks to one end of stick.

## VII. Wampum Belt.

- a. Get box of macaroni.
- b. Paint macaroni sticks several colors.
- c. Break sticks into small pieces.
- d. Make belt from unbleached muslin.
- e. Sew colored pieces of macaroni on belt in colorful design.

## VIII. Bow and Arrows.

- a. Making bow and arrows—
  1. Gathering willow sticks for arrows.
  2. Join both ends of stick with cord.
  3. Bind feathers on one end of straight stick for arrow.
    - a. Sharpen other end of stick to a point.
  4. Paint bow and arrow.

## IX. Making Drinking Cup.

- a. Get gourd. Let ripen.
- b. Cut opening.
- c. Paint with Indian designs.

## X. Making Travois.

- a. Collecting two long willow sticks, 54 in.
- b. Rounding wooden hoop, leather shoe string.
- c. Crocheting sack for pad.
- d. Lashing two poles at the smaller ends.
- e. Joining poles together at lashed ends, cross wise.
- f. Binding with cord.
- g. Covering joint with pad made of crochet sack.
- h. Taking hoop, make a netting of cord.
- i. Fastening hoop to long poles in middle.
- j. Painting hoop.
- k. Making collar of piece of leather, boring holes in each end.
- l. Using shoe string for thong.

## XI. Making Dyes.

- a. Onion skin dye (yellow).
  1. Get onion skins, chop fine, boil in 1 qt. water.
  2. Take skins out and put alum in water.
  3. Wet cloth, put in water, boil half hour.
- b. Red Cabbage Dye (purple while wet, blue when dry).
  1. Get red cabbage, chop 4 oz.

2. Put cabbage in 1 qt. water, boil half hour.
3. Take out cabbage, put  $\frac{1}{2}$  oz. alum in water.
4. Wet cloth, put in water, boil half hour.

## c. Hickory Bark Dye (yellow).

1. Gather hickory bark from the hickory tree.
2. Break into small pieces; put in water; boil half hour.
3. Take out bark, strain liquid through cloth.
4. Wet cloth, put in dye bath, boil half hour.

## d. Red Oak Bark Dye (brown).

1. Gather red oak bark from red oak tree.
2. Break into small pieces; boil in water half hour.
3. Take out bark, strain through cloth.
4. Set with alum.
5. Wet cloth and put in dye bath; boil half hour.

## e. Red Clay Dye (red).

1. Get red clay, mix with water.
2. Boil half hour.
3. Wet cloth and put in water; boil half hour.

## XII. Weaving a Rug.

## a. Making a Loom—

1. Take four boards. Make a frame.
2. Put nails in the ends of frame  $\frac{1}{2}$  in. apart.
3. Thread loom with cord.
4. Construct a needle from cardboard, one end sharpened, other round.
5. Put hole in round end of needle.
6. Use a ruler as a heddle to separate the odd and even thread.

## b. Weaving.

1. Thread the needle.
2. Use ruler as a heddle, pass it over the odd and under the even number of threads.
3. Turn ruler to one side, making a shed.
4. Pass needle through shed.
5. Push the thread into place.
6. Withdraw ruler, and this time put it in under the odd and over the even threads of loom.
7. Continue as before.

## XIII. Subject Matter.

## A. Reading.

1. Recreatory.
  - a. Cliff Dwellers (Basal Reader).
  - b. Pueblo Boy.
  - c. Myths of the Red Children.
  - d. Children of The Cliffs.
  - e. The Little Indian Weaver.
  - f. Red Feather.

## 2. Work Type.

- a. Directions for making dyes, constructing, weaving, etc.

## B. Language (written).

- a. Use of saw and seen.
- b. Use of did and done.
- c. Capitalization; proper nouns.



d. Punctuation marks.

e. Paragraph.

f. Original stories about Pueblo Indians, weaving a rug.

Oral Language.

a. Free expression.

C. Arithmetic.

a. Problems about Indian life.

b. Measuring inches and feet.

D. Spelling.

Teaching-testing, method—three words a day.

Music—Indian Lullaby.

E. Art.

a. Making Indian booklets.

b. Making dye booklets.

c. Making spelling booklets.

d. Making an Indian hanging of a Pueblo boy.

XIV. References Used Other Than Those Used by Children.

a. Carpenter's New Geographical Reader.

b. World Book.

XV. Learning Other Than Subject Matter.

a. Neatness.

b. Co-operation.

c. Observation.

d. Freedom in classroom.

e. Self reliance.

f. Working for best results.

g. Courteousness.

## (SECTION VI.)

### ACTIVITY—IRRIGATED FARM VILLAGE

Time Devoted—Two months

Morgan School

Teacher—W. M. Rudisill

#### I. Situation

1. Setting—Grade 5A<sup>1</sup>.

2. Origin.

The children were studying about the land between the Rocky Mountains and the Mississippi River. They were very interested in Mixed Farming in that dry section, and how all the farming depended upon irrigation. We studied many pictures showing ways of irrigation, and how canals and dams are formed. They wanted to do something to make it clearer to some of the children who didn't understand. They decided to make an Irrigated Farm Village.

#### II. Activities Involved

Planning of Village. Collecting material as boxes for houses, electric wire for pipes, blue paper for water, green, orange, yellow, red paper for fruits and vegetables, clay, cord, cardboard, wood, paint, saw, hammer, nails, brushes, etc. Measuring and assembling the activity.

#### III. Subject Matter

a. Geography: United States and Canada.

1. Barrows - Parker—Pages 77-98.

2. World Book—Pages 3064-3066.

3. Allen's Geography—Pages 113-118-119-126.

4. Home Life in all Lands—Morris.

5. Human Geography—Fairgrieve and Young.

b. English and Spelling.

1. Conversation.

2. Paragraph sense.

3. Written form.

4. Capitalization.

5. Punctuation.

c. Arithmetic: Problems related to the activity.

#### IV. Specimens of Subject Matter

1. Geography. There are a number of methods for distributing water over the fields. Water is brought to the fields through ditches. The main ditch takes the water from the source of supply, and head ditches join the main ditch on each side at regular intervals. A gate prevents the water from entering the head ditch when not needed, etc.

2. English and Spelling. In our classroom we have an Irrigated Farm. On our farm we have alfalfa, sugar beets, lettuce, oranges, etc. (Too long to print here.)

3. Creative Expression—Poems.

4. Art—Clay modeling of fruits and vegetables; drawing and painting.

#### V. Character Building

Cooperation, Self Reliance, Initiative, Neatness, Time Value, Respect for Others' Ideas, Accuracy.

#### VI. References Used

Geography of United States and Canada—Pages 77-98.

World Book—Pages 3064-3066.

North America—Allen—Pages 113-118-119-126.

Human Geography—Fairgrieve and Young.

Home Life in all Lands—Morris.



MORGAN SCHOOL UNGRADED CLASS  
Elnora Miller Perry, Teacher

*Not dividends, but future men and women.  
Not mechanisms, but personalities;  
Not products, but spirits.*

### AN EDUCATIONAL RHYME

**Education:** It's own end. Continuous! The more, the better!

**Curriculum:** Activities of worth are now the things that matter.

**Subject Matter:** Ways of behaving (thinking, feeling, acting)

Learned through the pupils' present mode of living.

**The Teacher:** A school mother, to help the children grow

Aright according to their needs, to higher plants and so

**The Room:** A lab and home combined, to help children discover

The things worthwhile and need of this, that, and the other.

**The Method:** Democratic. The child confers and agitates

On problems, quite essential, with one or more class mates.

Group and individual instruction are carefully combined

So that the entire child may become the finest kind.

The Laws of Learning are evident (though greatest stress on one);

They are so fused, it's hard to tell where they stop or where begun.

The school life of the pupils is so rich and satisfying—  
That they welcome repeated acts and further quests  
in a way that is gratifying.

### Junior Wit and Wisdom

#### Found Here and There in Our Class Rooms

In connection with our Menagerie Activity, we learned that the hippopotamus is big and clumsy but likes to be petted. One day Eula May fell down. She came to me crying. A little boy standing near said, "Oh! Eula May, you are just like the old hippopotamus."—Miss Helen Bamfield, Teacher.

(Woodward was painting the horse-shoes to be used in our First Grade Orchestra.)

Charlie: What are you painting the horse-shoes for?

Woodard: To make music.

Charlie: Boy, is the paint going to sing.

Woodard: No, the shoes sing.

James: That drum is a cheese box.

Chester: No, it's not, that cheese box is a drum.  
—Miss Blanche Tyson, Teacher.

(Concerning a Chicken Activity.)

Jessie: I like to watch a hen set.

William: Don't say set, say sit.

Jessie: Well sit, then.

—Miss Corrie Hart, Teacher.



## HEALTH WORK IN THE COLORED SCHOOLS OF CHARLOTTE, N. C.

Health work in the colored schools was begun in Charlotte in the Fall of 1920, when one colored nurse was employed. Since that time one other nurse has been added. In 1929 a medical inspector was appointed who has charge of all the health work in white and colored schools.

There are six colored schools in Charlotte, each nurse having charge of three schools with about two thousand pupils each.

The chief objectives of health work in the schools is as follows:

- I. The examination of children and correction of physical defects.
- II. Control of communicable diseases.
- III. Health Education.

### The Examination of Children and Correction of Physical Defects.

In the physical examination of pupils a record is kept for each one. The North Carolina State Board of Health card being used for same. All children in the first and fourth grades are examined yearly. A notice is sent to the parent urging them to be present for the physical examination. A thorough physical examination is given each child by the school physician and parents are told of any defect the child may have and recommendations regarding the same. Parents who are not present for the examination are sent a slip mentioning any defect found. A duplicate slip is kept by the school nurse in order that "follow-up" work may be done on the case. This we consider as one of the outstanding phases of health work. In order that the child may do the best school work possible he must be in a good physical condition. Diseased tonsils, adenoids, abscessed teeth, eye strain, malnutrition and other physical handicaps keep the child retarded in his school work.

If after an investigation of home conditions it is found that the parents are unable to have defects corrected, other agencies are appealed to for help such as the Rotary Club, Lion's Club, Associated Charities, and Parent-Teacher Council. Glasses are fitted for those needing them, tonsils removed, milk bought for the undernourished, braces for orthopedic cases and any other treatment that may be needed.

We feel that we are very fortunate to have these agencies to call upon and they are always ready and willing to answer the call.

### Control of Communicable Diseases.

At the beginning of the school year each teacher is given a copy of the rules governing contagious diseases. A book is kept in each school and a record made of the exclusions of children including date excluded, nature of disease and the date child returned to school. A visit is made to these cases

and every attention given the patient in order that he may return to school as early as it is best for his safety and the safety of others.

A monthly report is kept for each school with the exact number of days lost for each disease. Morning inspections are held in each class room and at this time if there are any suspicious cases in the opinion of the teacher she may exclude same by sending a note home to the parent with an explanation, then referring case to school nurse who makes a home visit. Any pupil having any contagious disease must be excluded from school and must bring a health certificate before re-admission. After a case of communicable disease has been found in a class room, careful inspection must be kept up in order that if any other children show any unfavorable symptoms they may be excluded. From time to time the school building and grounds are inspected to see that fountains and toilets are in a sanitary condition.

The control of communicable disease is necessary in a school system. First, because the occurrence of the disease will be lessened and lives saved. Second, because the health of the pupils is improved markedly, for many avoid the dangers of serious illnesses. Third, because attendance is likely to be increased. Fourth, because the school is made safer for pupils and teachers alike because it avoids the danger of being a hot bed for infection in the community.

### Health Education.

A regular outlined course of study in health is given from the first through the sixth grades. The curriculum in health education provides for three kinds of closely related activities. First, activities. Second, subject matter to make activities intelligent. Third, outcome in terms of knowledge, attitude and habits. The past tendency in health education was to make the child too self conscious by calling attention to his many defects and making him aware that he had nerves that might give him trouble. Now health is taught in glowing terms of joy and happiness. Special campaigns are put on during the school year such as Cleanliness Week, Dental Health Week, Eye Conservation Week, etc. Regular outlined programs for each day are carried out with stories and games emphasizing the same. Competition between rooms, prizes and blue ribbons are given the winners which add interest and zest to these campaigns.

For three years the Medical Society for Mecklenburg County has given a silver loving cup to the school making the greatest reduction in underweight children. Most all pupils in the schools are weighed three times during the year, a weight tag being sent home to the parents giving child's height, weight and what he should gain to have normal weight. A

(Continued on Page 23)

## "THE PRINCIPAL IN A PROGRAM OF SUPERVISION"

J. Rupert Jefferson, Principal,  
Summer High School, Parkersburg, W. Va.

Note: This paper was read before the Principal's Conference at Garnet High School, Charleston, West Virginia, April 26, 1930.

Perhaps the best approach to a discussion of a subject of this kind is to arrive at a reasonably accurate definition. There have been many attempts to formulate a definition of supervision in terms of specific technics, intermediate purposes and ultimate ends. Visiting Classes; Conferring with Teachers; Rating Instruction; Holding Teachers' Meetings and similar activities have each in turn been named, but definitions in terms of technics or whatnot, are not complete, for supervision, in my opinion, is vastly more than a miscellaneous collection of procedures. The current tendency is to define supervision in terms of purposes, such as: Co-ordination, stimulation, and direction of instruction, or the improvement of instruction. Such definitions are of practical value in giving principals perspective in this field, to say the least. From these various attempts to define by those who have made a careful, painstaking study of the subject, I think we are safe in deducing this statement: Supervision in its fullest sense becomes an effort on the part of the principals and supervisors to develop in each teacher the power of efficient self-direction, and to aid the teachers to enjoy the freedom and satisfaction of functioning upon a high level of self-direction within a professional teaching group. This matter of supervision is of comparatively recent growth, so we must not be discouraged because we have made so little progress. School supervision of a primitive type, of course, began with the old New England School Committee, about 1753, but real professional supervision, as we know it today, probably began with the appointment of School Superintendents nearly a hundred years later. Beginning with the appointment of a superintendent at Buffalo, New York, in 1837, we learn that there were only twenty-nine in 1870, which, according to a recent directory prepared by the United States Bureau of Education, has now grown to three thousand. Constructive supervision, from what these figures indicate, is now a characteristic of progressive school systems. Everywhere superintendents are building up efficient supervisory organizations, and principals are being turned more and more from mere routine duties, to the challenging problems of instruction, thru supervision.

You will recall that I stated, that the aim of supervision is to develop in the teacher, the power of self-direction, and an enjoyment of the freedom and satisfaction that comes while functioning in that way. Now as I see it, there are four outstanding activities on the part of the principal, by which, this aim may be achieved, viz.: visiting classes conferring with teachers rating teachers' instruction and holding teachers' meetings.

The purpose of visiting classes should not be merely a sauntering into the room aimlessly, but should be a carefully planned procedure. The prin-

cipal should have in mind just what his visit is for, and what he hopes to discover. At one time, his visit may be for the purpose of learning the physical surroundings and conditions, such as, temperature, light, cleanliness, general appearance of the room and the teacher and pupils etc. At another time it may be for the purpose of finding out the manner and method of instruction, and at still another time, for the purpose of furthering some policy, which the school has agreed upon, and so on. In each case there should be no scattering, but a definite, well-directed aim. Too often, I think, the visit of the principal or supervisor is merely a "dropping in" for the purpose of being able to report a visit, rather than for anything else, and the disturbance caused by his presence is productive of more harm than good.

An effective program of supervision calls for a principal who has a wide knowledge of teaching devices, measurements, methods and curriculums, if he would be able to intelligently visit and inspire and help his teachers.

### Conferring with Teachers:

This is at once a very important, yet a very delicate duty. If, in this conference the teacher is made to feel that he or she is "on the carpet" for inferior work, or blanket criticism of even blanket praise is given without emphasis on specific skills in the one case, or suggestions for improvement in the other, it will be of no avail; but if the conference is based upon previous well-directed visits, testing programs or teachers' meetings if suggestions are made in terms of individual differences of teachers; if appreciation of teachers' specific skills are clearly indicated, when such have been discovered, and joint agreements with teachers and principal are honestly and amicably arrived at, leading to the necessary steps to overcome weaknesses, and develop strong points of class-room procedure, then such conferences are eminently worthwhile.

### Rating Instructions:

Personally, I have never been very enthusiastic over the rate-card, as I have generally been called upon to use it, for the reason that it has always seemed to me merely "a club" prepared by the principal or supervisor to hold "like a sword of Damocles" over the heads of teachers, to keep them subdued. I can subscribe heartily, however, to that kind of rating-scale, developed out of the cooperative efforts of the teacher and the supervisor, which is designed first, to diagnose the teacher's difficulties and, Secondly, to better the teaching, and not as an end in itself. Such ratings may become very helpful to the teacher in indicating steps in self-improvement.

### Teachers' Meetings:

The teachers' meetings are of course, very necessary  
(Continued on Page 22)



# THE INTEGRATION AND CORRELATION OF SALIENT PHASES OF CHARACTER TRAINING WITH THE CURRENT CURRICULA

By J. ARTHUR TURNER, *Principal*  
*Myrtilla Miner Teachers College, Washington, D. C.*

Unusual opportunity for character teaching is afforded by the courses offered at the Myrtilla Miner Teachers College. While no special curricula have been created for this purpose, the procedure is that of integration and correlation of character training with the current curricula. In addition to the integrated procedure, special work is done by means of the extra-curricular program of the school.

The courses of study used for the integration and correlation of character training are Educational Biology, Educational Sociology, Educational Psychology, Child Psychology, Physical Education, Home Economics, and Nature Study.

## Educational Biology

The course in Educational Biology lays the foundation for a better appreciation of social hygiene. Biological history and literature furnish many instances where men have sacrificed greatly and worked against odds to render some real service to mankind. Such cases as Pasteur and Walter Reed have been studied with the purpose of showing the character and type of men who do things, and especially those who serve their fellow men. Biological reproduction always affords opportunity to emphasize some phase of character building, such as keeping the race physically and morally fit, and how mankind reaps what he sows physically and morally. Heredity gives opportunity to study the grouping of people, such as Normal, the Supernormal, the Subnormal, Morons, Imbeciles, and Idiots. The study of the habits and adaptations of animals enables the student to learn and to appreciate the value of the ability to adjust himself to an exacting environment.

## Educational Sociology

This field of study affords unusual opportunity for character training. Special work is done through intimate discussions of the Home and Family, the Play Group, the Community Group, and Democracy and Education. Periodic visits to various corrective and benevolent institutions bring the student face to face with the unfortunate results of improper social living. Here a definite attempt is made to stimulate original thinking, and to formulate certain attitudes of mind in regard to right living and social responsibility.

## Educational Psychology

Wherever the main facts and principles of educational psychology lead naturally to the development of character as an outcome, there stress is

laid. Certain topics in this field lend themselves to character training more readily than others. The training of the instincts and the emotions, the importance of the social instincts, the influence of environment on character, the formation of the right habits, and the establishment of proper attitudes towards social living are some of the topics emphasized.

## Child Psychology

In this course emphasis is placed upon the importance of appreciating the child's original nature and how it can be modified or conditioned to the end of developing the proper habits and attitudes of living. Respect for the rights of others, group behaviour, obedience, cleanliness, orderly procedure, self-control, honesty, truthfulness, and respect for elders are some of the topics emphasized in this field of study.

## Physical Education

No course in the curriculum lends itself more definitely than that of Physical Education. This course affords opportunity for contacts and activities in the classroom different from those in the regular theory recitations. While personal hygiene and efficiency are stressed in this field, great emphasis is given to sports, games, exercises, recreation, dancing, and their relation to personal efficiency. Physical and mental cleanliness and their relation to vigorous character also share emphasis in this course. The following aims are definitely set up as goals to be attained in the teaching of character building in this field:

To stimulate a desire for vigorous outdoor exercise.

To build desirable relationships and attitudes for wholesome activity which will carry over into adult life.

To develop—through participation—such qualities as fairness, loyalty, co-operation, sympathy, tolerance, honor, justice, etc.

To help pupils see that the above qualities are necessary in all human relationships if the greatest amount of happiness is to be derived.

To develop desirable attitudes of one sex toward the other.

To bring out the relation of sex to physical activity in the development of strong womanhood and manhood.

## Home Economics

This subject, like physical training, lends itself peculiarly to character study. Actual home-making

and home-living can be conducted in the laboratories. Many of the problems of home-making may be considered, and their solutions suggested. Actual living together in the home may be experienced. Unselfish service may be demonstrated. Since this work is restricted to girls, many of the more delicate questions of living together may be discussed. The vicarious phase of this work is vitalized with many practical illustrations. The following are some of the more important topics considered: Biological needs for the home; the home as the ideal place for child development; the family as a social institution; early types of family life; the division of labor in the family; the obligations of parents and offspring; and co-operative activity necessary for successful family life.

### Nature Study

Nature study, like other living sciences, is filled with fine instances of life experiences that lead to healthy, wholesome, and successful living. The observation in connection with bird study, insects, frogs, turtles, and the various mammals is alive with interesting cases of animal adaptation which simulate human experience. Mating, home-building, and rearing of young among the various kinds of animals challenge the interest and philosophy of the student. The social organization, the home-building, and the preparation for winter of the social insects, are marvelous revelations of order and thrift to the inquiring student. Other wholesome implications of character education drawn from Nature Study are as follows: The Value of Outdoor Living to Health; the Love of the Beautiful in Nature; Humane Treatment of Animals; and the Value of Regimentation in One's Daily Living.

### Literature and Social Science

Literature and the Social Studies have their influence in character building. Vicarious contacts with the great personages in biography and literature sensitize the mind in its power to evaluate character. There is indeed a constant flow of inspiration pouring into the souls of young students from this fountain of noble living. The following objectives in character training are suggested in this field:

To bring the student face to face with great ideals.

To lift the student's plane of living through sheer joy in his literary inheritance.

To stir in the student the "primary affections" such as love, kindness, courage, and loyalty.

To arouse the moral judgment of the student.

### Extra-Curricular Activities

The extra-curricular program of the school lends itself to a remarkable degree to the development of character education. The Social Service Club affords a very large opportunity for training in co-operation, social sympathy, and unselfish serv-

ice. The Student Council gives opportunity to understand and to accept responsibility, to practice worthy co-operation, initiative, and obedience to and respect for authority. Numerous other clubs, such as the Glee Club, the Recreation Clubs, the Literary Clubs, the Outdoor Club, the School Paper and the various athletic activities provide opportunity for students to receive training and experience in a variety of ways which demand a leadership of energy, efficiency and integrity. At the same time these activities bring the student into personal contact with teachers and school officers in an atmosphere which is both informal and constructive.

### "THE PRINCIPAL IN A PROGRAM OF SUPERVISION"

(Continued from Page 20)

sary entities in our scheme of things, for the reason that through them there is a deal of routine work that must be handed down from superintendent to teachers, and this is the only medium through which it may be transmitted. Aside from that, however, the teachers' meetings afford fine mediums through which many helpful ideas may be generated, which are undoubtedly of great value to any well-regulated school. The professional discussions in these meetings, however, should not be intensive professional studies, but should grow out of the constructive supervisory programs, which have been the daily business of the supervising principal. Above all things let us beware of that brand of unexpectedly called meeting, which is generally, "conceived in iniquity, and born in sin" necessarily degenerates into long-drawn-out discussions on insignificant topics, petty routine details, or a wholesale scolding of the teaching force, for the mistakes of a few. Better to have no meeting at all, than such breeders of unfriendly spirit and ill will.

Finally, permit me to say that I believe there is a very real and a very important place for the principal in a program of supervision, but I also as firmly believe that it is as fair for the principal to be expected to plan his work in advance for that supervision, as it is for the teacher to be expected to plant her work and to reduce her plans to writing for his inspection. It is also, an excellent thing for the principal to do, for his influence on the school.

E. P. Cubberly in his book entitled: "The Principal and His School" says: "the more the teachers are taken into the confidence of the principal in his supervisory work, the more teaching is made to partake of the nature of cooperative work between teachers and principals for the good of the pupils," and I believe he is precisely correct.



## HEALTH WORK IN COLORED SCHOOLS OF CHARLOTTE, N. C.

(Continued from Page 19)

class room weight chart is kept in each room. Talks are made on food and health habits and children are told of the cup that is offered and urged to compete for same.

A weight graph is made showing the weight rating by rooms and there is rivalry between the rooms to see which gains the most weight. Children who are ten per cent or more under weight are weighed weekly and letters are sent to the parents asking for their co-operation during the campaign. Talks are made in Parent-Teacher Associations and parents are lined up to help their school win the silver cup.

The Parent-Teacher Associations of the school winning the cup for 1930 showed much interest in the contest and manifested it by furnishing milk for nine underweight children, from November until March when the contest closed. This school has an enrollment of about four hundred children.

In order to be able to put over a successful health program, much depends upon the health of the teacher and her spirit regarding the health program. The aims in health education are:

1. To give the child increased physical ability.
2. Insure normal growth.
3. Decrease illness.
4. Avoid accidents.
5. Overcome defects and make possible an abundance of energy and vitality.

6. To produce citizens whose health provides for maximum efficiency.

### Pre-School Clinics

In the Spring pre-school clinics are held in all the elementary schools at which time the children who are to enter school in September are examined by the school physician, given toxin-antitoxin and vaccinated against smallpox. The object of the pre-school clinics is to discover defects of body or mind which mitigate against normality and where correction of same is needed at an early date. Second, instruct children early in personal hygiene. The performance of these functions during the pre-school age permits most children to enter school unhandicapped, physically or mentally. This enables children to derive the greatest advantage from their educational advantages.

During the summer months the school nurses "round up" the pre-school children and try to explain and to educate parents regarding their duties to these little children before entering school.

Our attendance in the pre-school clinics increased this year from two hundred and twenty-six to three hundred and two. We are trying each year in our health work to find the weak points and strengthen them during the next year with the cooperation of teachers, parents and pupils and our hope and aim is to make Charlotte a happy, healthy place in which to live.

Blanche C. Hayes, R. N.,  
Charlotte, N. C.



THE HIGH SCHOOL CHALLENGES THE COLLEGE  
(By CYRIL PRICE)

TABLE I—(First Semester Exposition—Six Consecutive Weeks)

FRESHMAN ENGLISH

BRICK JUNIOR COLLEGE, BRICKS, N. C., DEC. 1929

(Textbook: Thomas, Manchester and Scott's English Composition for College Students.)

Order of Merit	High School	Sex	EXPOSITORY THEMES						Total Score	Average
			1 Process	2 Individual Character	3 Typical Character	4 Cause, Effects, etc.	5 Comparison	6 Logical Classification		
FIRST THIRD										
1 {	Rich Square, N. C.....	F.	C+	B+	B	A—	C+	B+	507	} 84.50
	Brick—1 year									
	Knox Institute—3 years.....	F.	B	B	C+	A—	B+	C+	507	
	Brick—3 years									
2	Goldsboro, N. C.—3 years.....	M.	B+	C+	D	A—	B+	B+	501	83.50
3	Brick—4 years.....	F.	C	D+	A	D	A+	B	489	81.50
4	Brick—4 years.....	M.	C+	C	B	B—	B+	B—	488	80.34
5	New York.....	M.	B—	C—	C—	A	A—	B—	485	81.84
6	County Training School, N. C....	F.	C	B—	C—	C+	B	C+	468	78.00
7 {	Henderson Institute, N. C.....	F.	D+	C+	B—	C+	B	C—	462	} 77.00
	Henderson Institute, N. C.....	M.	C	D+	C+	C+	C—	A—	462	
SECOND THIRD										
8	County Training School, N. C....	F.	D+	D	B—	C	B—	B	454	75.67
9	Brick—4 years.....	M.	D+	C+	C—	B—	C+	C—	447	74.50
10	Henderson Institute, N. C.....	F.	C+	D	C	B	C	D—	443	73.84
11	Brick—4 years.....	M.	C+	C	D+	C—	D—	B—	433	72.17
12	Brick—2 years									
	Washington—2 years.....	F.	C	C+	D+	D—	D	C+	427	71.17
13	Brick—4 years.....	F.	D+	C+	D	C—	C—	C—	423	70.50
14	Dorchester Academy—4 years....	F.	C+	C+	F	C+	B	A+	422	70.34
THIRD THIRD										
15	Salisbury, N. C.....	F.	D	D	D—	D—	D—	D+	379	63.17
16	Brick—4 years.....	M.	D—	C—	F	C+	B+	C+	377	61.84
17	Brick—1 year									
	Knox Institute—3 years.....	F.	C+	D—	F	B+	D—	D—	356	59.34
18	Kinston, N. C.....	M.	D—	D	F	D+	C+	D+	342	57.00
19	Rocky Mount, N. C.....	M.	D+	D—	D—	F	D	C—	324	54.00
20	Rich Square, N. C.....	F	C	C—	F F2	F F2	B+	B+	323	53.84
21	Raleigh, N. C.....	M.	F	C—	F	C+	C—	D+	288	48.00
22	Rocky Mount, N. C.....	M.	D	F	D—	F	C	D	260	43.34
	Total Scores.....		1689	1676	1316	1642	1877	1845	10045	1674.7
	Averages .....		70.38	69.84	52.64	65.68	78.21	76.60	413.35	68.89= D Rating

SCALE—A+ = 100; A = 95; A— = 90  
B+ = 89; B = 85; B— = 80.  
C+ = 79; C = 75; C— = 70.  
D+ = 69; D = 65; D— = 60.  
F = 0; F F1 = No Effort. F F2 = Disqualified for Irregularities



TABLE 2—Exposition—S x Consecutive Weeks  
TWELFTH GRADE ENGLISH  
BRICK JUNIOR COLLEGE, BRICK, N. C., DEC 1929  
(NO Textbook)

Order of Merit	High School	Sex	EXPOSITORY THEMES						Total Score	Average
			1 Process	2 Individual Character	3 Typical Character	4 Cause, Effects, etc.	5 Comparison	6 Classification		

FIRST THIRD

1	4th year at Brick.....	F.	A+	B+	A+	A+	A—	B+	568	94.67
2	4th year at Brick.....	M.	A—	A+	A+	A	A+	A—	565	94.17
3	1st year at Brick.....	F.	C	A—	A+	A+	A	A—	550	91.67
4	1st year at Brick.....	F.	A	A	C+	A—	A—	—(3)	454	90.80
5	2nd year at Brick.....	F.	A—	C+	A—	A	C+	A+	533	88.84
6	4th year at Brick.....	F.	B+	B	B—	A	B+	B	528	88.00
7	4th year at Brick.....	F.	B+	B+	B+	A+	B+	C—	526	87.67
8	4th year at Brick.....	F.	B+	C	B	B	B+	B+	512	85.34

SECOND THIRD

9	4th year at Brick.....	M.	A+	B+	D+	B	D	C+	487	81.17
10	4th year at Brick.....	F.	C+	C+	B—	B	C+	C+	481	80.17
11	4th year at Brick.....	M.	B+	C+	C+	B	D+	C+	480	80.00
12	4th year at Brick.....	F.	D	B+	B+	B—	—(3)	—(3)	319	79.75
13	4th year at Brick.....	F.	B+	C+	B—	B+	C—	C—	477	79.50
14	4th year at Brick.....	F.	B+	D+	C—	C	B—	D—	443	73.44
15	4th year at Brick.....	M.	C—	C+	C—	D—	C—	B—	429	71.50
16	4th year at Birk.....	M.	A—	B—	C	A+	F	C+	424	70.67

THIRD THIRD

17	4th year at Brick.....	F.	B+	C	F	A	C+	B—	409	68.17
18	2nd year at Brick.....	F.	D	C—	D	B+	F	C+	376	62.67
19	4th year at Brick.....	F.	C+	C+	F	D—	D+	C	370	61.67
19	4th year at Brick.....	F.	C	A+	D—	D	F	C—	370	
20	4th year at Brick.....	M.	B+	C+	C+	D—	F	D—	367	61.17
21	1st year at Brick.....	F.	B+	F	F F2	B+	D	B—	323	53.84
22	1st year at Brick.....	M.	B	C+	F	D—	F	C—	294	49.00
23	4th year at Brick.....	M.	B	C	F	D—	F	D—	280	46.67
24	4th year at Brick.....	M.	F F2	F F2	F F2	F F2	F F2	F F2	0	0
Total Scores.....			2040	1902	1530	1997	1353	1713	10535	1755.83
Averages.....			81.60	76.08	58.85	79.88	56.38	74.48	427.27	71.21= C Rating

SCALE—A+ = 100; A = 95; A— = 90.  
B+ = 89; B = 85; B— = 80.  
C+ = 79; C = 75; C— = 70.  
D+ = 69; D = 65; D— = 60.  
F = 0; F F2 = Disqualified for irregularities. —(3) = Excused absence.

TABLE III  
COMPARISON OF SCORES

Assignment	College	High School	Differences	In Favor Of
1	1689.	2040.	+351.	High School
2	1676.	1902.	+226.	High School
3	1316.	1530.	+214.	High School
4	1642.	1997.	+357.	High School
5	1877.	1353.	-524.	College
6	1845.	1713.	-132.	College
Totals	10045.	10535.	+492.	High School
Average of Totals	1674.17	1755.83		

TABLE IV

HIGH SCHOOL						COLLEGE					
Men (M)			Women (F)			Men (M)			Women (F)		
Order of Merit	No.	Average	Order of Merit	No.	Average	Order of Mert	No.	Average	Order of Merit	No.	Average
2	1	94.17	1	1	96.67	2	1	83.50	1	1	84.50
9	2	81.17	3	2	91.67	4	2	81.34	2	2	84.50
11	3	80.00	4	3	90.80	5	3	80.84	3	3	81.50
15	4	71.50	5	4	88.84	7	4	77.00	6	4	78.00
16	5	70.67	6	5	88.00	9	5	74.50	7	5	77.00
20	6	61.17	7	6	87.67	11	6	72.17	8	6	75.67
22	7	*49.00	8	7	85.34	16	7	61.84	10	7	73.84
23	8	*46.67	10	8	80.17	18	8	*57.00	12	8	71.17
24	9	* 0.00	12	9	79.75	19	9	*54.00	13	9	70.50
			13	10	79.50	21	10	*48.00	14	10	70.34
			14	11	73.44	22	11	*43.34	15	11	63.17
			17	12	68.17				17	12	*59.34
			18	13	62.67				20	13	*53.84
			19	14	(15)61.67+61.67						
			21	15	*53.84						
	9	Total Ave. 554.35		16	Total Ave.1249.87		11	TotalAv.735.53		13	TotalAve.943.37
		Ave. of Ave. 61.59 = D—			Ave of Ave. 78.13 = C			Ave of Ave. 66.69 = D			Ave. of Ave. 72.57 = C—

\*Failures.

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## RICHARD BYRON HUDSON

(Continued from Page 11)

feeble effort of the teachers of Clark School toward showing their appreciation to a splendid character, for a splendid life replete with splendid service. The life of Richard Byron Hudson is so interwoven with the life of Negro Education in Selma that the two are almost inseparable. This presentation while called "Glimpses of Forty Years" begins some years earlier, and, though not altogether complete as to details, it attempts to portray accurately such episodes in the life of its subject as are worthy of preservation for history and posterity.

Life's a play—

After all "the play's the thing"  
From birthday, with its overtures,  
To the curtains final ring.

The idea that useful achievement is not an accident occasioned by the working of unseen forces, but rather that it is a heart emanation made certain by the careful use of the opportunities of yesterday, today and tomorrow was brought out in the prologue to the pageant. Then followed seventeen impressive scenes taken from Prof. Hudson's life and bringing out the general theme that "service obliges us to take cognizance of the servant. We quote again from one of the legends in the pageant,

"Through the years the principal of Clark School has found time to serve his country, his state, his community and his school in whatever way his services have been needed." He has sat in the principal's chair under five superintendents teaching the youth of Selma the principal of tolerance, leading them into the paths of rectitude and kindness, making their young ideas to shoot in the direction of chastity, purity, usefulness and human brotherhood.

At the close of the pageant, presentations acknowledging Prof. Hudson's usefulness were made by the teachers, the Board of Education and other organizations to which he has been useful and through which he has spread his usefulness to the people. "All of this," as a white merchant said to us, "fall far short of amply expressing the fullness of his service." We rest happy in the knowledge that through glimpses of forty years we are able in howsoever small measure to pay tribute to one whose ability to serve, and whose willingness to serve made and still makes tribute his due.

We close this account in the same words with which we began the dedication in the pageant:

"To Richard Byron Hudson, Gentleman, Scholar, Friend, in grateful acknowledgment of the service of a 'full life' and the kindness of a 'true heart,' this offering of appreciation is affectionately dedicated."



ANNUAL MEETING  
OF THE  
NATIONAL ASSOCIATION OF TEACHERS  
IN COLORED SCHOOLS

WILL BE HELD AT  
  
PETERSBURG, VIRGINIA, JULY 22-25, 1930

Teachers planning to attend this meeting should write President John M. Gandy, State College, Petersburg, Virginia, or to Wm. Sanders, State Department of Education, Charleston, W. Va.

Presidents and secretaries of State Associations are requested to forward the names of their delegates to the Executive Secretary as early as possible. A state is entitled to one delegate and one alternate for each 25 members or major fraction thereof, in the N. A. T. C. S. In addition to delegates, each state is entitled to a representative on the General Council. It is important that State Associations cooperate with the officers of the National Association by selecting delegates and members to the General Council. Only properly accredited delegates will be permitted to vote on all matters, including the election of officers, in the Delegate Assembly. See that your State is properly represented. The Petersburg meeting will be an epoch-making session in the life of the Association.



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# The Bulletin

*Official Organ of the  
National Association of Teachers in Colored Schools*

VOLUME X

CHARLESTON, W. VA., JUNE-JULY, 1930

NUMBER 7



"Viex Carre" Through a Frame of Grill

*Published Monthly except July, August and September*

ANNUAL MEETING OF THE N. A. T. C. S.,      PETERSBURG, VIRGINIA, JULY 22-26, 1930

# THE BULLETIN

VOLUME X

CHARLESTON, W. VA., JUNE-JULY, 1930

NUMBER 7

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Letters to the Editor, contributions, news notes, and books for reviews should be sent to Mrs. Addie Streater Wright, Brick Junior College, Bricks, N. C.

Change of Address—Application for membership in the Association, subscriptions, advertising space

and rates should be made to Mr. W. W. Sanders, Box 752, Charleston, West Virginia.

Upon payment of \$1.50 dues the members receive nine issues of the Bulletin. Subscribers pay \$1.50 per year for the Bulletin.

### TENTATIVE PROGRAM OF THE N. A. T. C. S. ANNUAL MEETING

#### General Sessions

- I. Tuesday Evening, July 22, 1930—8 P. M.  
Meeting in charge of President Gandy.  
Welcome addresses, etc., introducing distinguished citizens of Virginia and setting forth with pride the progress in Educational facilities for Negroes within the State of Virginia.
- II. Wednesday Morning, July 23, 1930—11 A. M.  
Business Meeting—  
Report of the Editor of the Bulletin.  
Report of the Executive Secretary.  
Report of the Treasurer.  
Report of the Auditor.  
Nomination of Officers or appointment of Nomination Committee.  
Appointment of all Committees.
- III. Wednesday Afternoon, July 23, 1930—2 P. M.—4 P. M.  
A. The Present Status of Negro Education—  
Introductory Address Indicating the Scope and Importance of a Factual and Critical Survey—  
Mr. Leo Favrot,

B. The Present Status of Elementary Education Among Negroes—A Factual and Critical Survey—Dr. Monroe M. Work.

C. Discussion.

#### IV. Wednesday Evening, July 23, 1930—8 P. M.

A. The Present Status of Health Education Among Negroes—A Factual and Critical Survey—Dr. Taliaferro Clark.

B. Annual Address of the President of the National Association of Teachers in Colored Schools—Dr. Mordecai W. Johnson.

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Upper classes, Sept. 25th-26th.  
*Information*—Address Edward N. Wilson, Registrar, Morgan College, Baltimore, Md.



**V. Thursday Morning, July 24, 1930—11 A. M.**

Business Session.

Election of Officers.

**VI. Thursday Afternoon—July 24, 1930—2 P. M.-4 P. M.**

A. The Present Status of High School Education Among Negroes—A Factual and Critical Survey—Mr. W. A. Robinson.

B. The Present Status of Trade and Vocational Education—A Factual and Critical Survey—Mr. G. David Houston.

C. Discussion.

**VII. Thursday Evening, July 24, 1930—8 P. M.-10 P. M.**

A musical and Dramatic Evening under Direction of Virginia State College.

**VIII. Friday Morning, July 25, 1930—11 A. M.-12:30**

A. The Present Status of Agricultural Education Among Negroes—A Factual and Critical Survey—President B. F. Hubert.

B. The Present Status of Home Economics Education Among Negroes—A Factual and Critical Survey—Mrs. Dorothy I. Miller.

C. Discussion.

**IX. Friday Afternoon, July 25, 1930—2 P.M.-4 P.M.**

A. The Present Status of College Education Among Negroes—A Factual and Critical Survey—Dean Dwight O. W. Holmes.

B. The Present Status of School Supervision Among Negroes—A Factual and Critical Survey—Mr. W. T. B. Williams.

C. Discussion.

**X. Friday Evening, July 25, 1930—8 P. M.-10 P. M.**

A. The Present Status of Rural Education Among Negroes—A Factual and Critical Survey—Professor Mabel Carney.

B. Prospects of Education Advance Among Negroes in the South—A Factual and Critical Survey—Dr. R. R. Moton (may be changed).

## Points of Historical Interest in and Around the City of Petersburg, Virginia

**OLD BEDFORD CHURCH:** Located in Blandford Cemetery and noted for both its age and beauty; built in 1735 of bricks brought from England. Through the efforts of the Ladies Memorial Association thirteen memorial windows made by Tiffany were placed therein, and were contributed by each of the Confederate States in memory of their 30,000 soldiers buried in Blandford Cemetery.

**BLANDFORD CEMETERY:** Veterans of six wars are buried in Blandford Cemetery—Revolutionary War, War of 1812, War with Mexico, War between the States, Spanish-American War and World War.

**THE CRATER:** Grant exploded great mine under Confederate earthworks on July 30, 1864, in bold attempt to capture Petersburg, divide Lee's army, and end the war in summer of 1864. This explosion caused the death of 6,500 men. Battlefield and Museum; 350 yards beyond Blandford Church.

**CONFEDERATE TUNNELS:** Located just beyond "The Crater", constructed by the soldiers of the opposing armies during the summer of 1864, and containing over two and one-half miles of underground passageways.

### Monuments

**MASSACHUSETTS MONUMENT:** Located on Jerusalem Plank Road, about one-fourth mile south of Blandford Cemetery, and erected by the Commonwealth of Massachusetts, "to the memory of the soldiers and sailors from Massachusetts who lost their lives in the armies of the Potomac and the James in the various battles in Virginia, 1861-1865."

**48TH PENNSYLVANIA MONUMENT:** (to Col. Gowan), about one mile south of Blandford, erected by the surviving comrades, school children, and citizens of Schuylkill County, Pennsylvania, and dedicated to the memory of the dead of the 48th Regiment Pennsylvania Volunteers."

**PENNSYLVANIA MONUMENT:** One-half mile west of the above, on the site of Fort Mahone, erected by the State of Pennsylvania, in honor of the soldiers of the 3rd Division, 9th Corps, Army of the Potomac, in the War between the States. Unveiled by President Taft on May 19, 1909.

**SOUTH CAROLINA MONUMENT:** Located at the Crater and erected by the South Carolina Division.

(Continued on Page 26)



William W. Sanders, State Supervisor of Negro Schools of West Virginia and Executive Secretary of the National Association of Teachers in Colored Schools.



Mordecai W. Johnson, President of Howard University, President of the  
National Association of Teachers in Colored Schools



## INTRODUCTION TO CIVIC PROJECT

Valena C. Jones School

All teaching is based upon four big activities:

1. Activities for maintaining Life and Health.
2. Practical activities and the means of their pursuit.
  - (a) Mastery of tools of learning.
  - (b) Mastery of Content Subjects as revealing methods of living.
  - (c) Mastery of the simple everyday duties in home, school, and community.
  - (d) Learning of the World Workers beginning at home.



Fannie C. Williams  
New Orleans, La.

3. Civic and other Regulative Activities.
  - (a) Home.
  - (b) School (Valena C. Jones Republic)
  - (c) Community.
  - (d) State.
4. Recreational and Leisure Activities.
  - (a) Home.
  - (b) School (Valena C. Jones Republic).
  - (c) Community.

### OBJECTIVES FOR YEAR

First: To continue the Health Program with special emphasis on care of teeth and the proper food values.

Second: To master the tools of learning.

1. Teaching pupils to study.
  - (a) Reading to develop better Study Habits.
  - (b) Writing to tell some worthwhile experience.
  - (c) Spelling to aid in telling experience.
  - (d) Arithmetic to interpret new building and activities.

Third: To give Character-Training through serving School Republic and practicing the homely virtues. See outline.

Fourth: To beautify and keep clean the new building.

Fifth: To learn to do some of the simple everyday tasks well.

Sixth: To use profitably the play hours.

### ACTIVITY PROGRAM

#### Activities for Maintaining Life and Health

##### I. Health Habits through actual practices:

1. Bodily Cleanliness.
  - (a) Teeth cleaned twice each day.
  - (b) Clothing clean.
  - (c) Body clean—daily bath.
  - (d) Hands and face clean. Hands washed before each meal.
  - (e) Shoes polished daily. Rubbers and raincoat in good order.
2. Cleanliness in Classroom and on School Yard.
  - (a) Seat and space around seat clean—free from trash.
  - (b) Books covered and kept clean.
  - (c) Seats free from marks.
  - (d) Blackboards and erasers kept clean.
  - (e) Hall and stairs clean.
3. Cleanliness and knowledge of foods.
  - (a) Correct selection of foods in school cafeterias.
  - (b) Careful study of foods used to make body grow.
  - (c) A visit to kitchen and cafeteria to see the girls preparing a meal.
  - (d) A study of stories in Health Readers.
4. Shelter.
  - (a) Homes—how built.
  - (b) Use of each room.
  - (c) Caring for bedroom.
  - (d) Caring for yard.
  - (e) Keeping yard beautiful—by burning trash, by planting flowers and vegetables, by sweeping and cleaning.
  - (f) Keeping school yard clean.

##### II. Practical activities and the means of their pursuit.

1. The work of Father and Mother.
  - (a) How he helps to send his boy to school—mother.
  - (b) Where father works.
  - (c) When father plays.
  - (d) What mother does at home.
  - (e) How I can help mother.

2. The people who help father and mother:
  - (a) The grocer—his tools and place.
  - (b) The butcher—his tools.
  - (c) The milkman—his tools.
  - (d) The garbage man—his tools.
  - (e) The policeman.
  - (f) The carpenter—his tools
  - (g) The brickmason.
  - (h) The plasterer.
  - (i) The teacher.
  - (j) The priest and preacher.
  - (k) The store keeper.

### III. Civic and other Regulative Activities.

#### Helping at Home

1. How can children help mother?
2. How can children help at school ?
  - (a) Serve on room committee to keep room clean.
  - (b) Serve on yard committee to keep yard clean.
  - (c) Serve on Assembly Committee to give plays and programs.
  - (d) Serve on the Class History Committee.
  - (e) Go on an excursion to learn what the other rooms are doing—
    - a trip to the school library
    - a trip to the public library
    - a trip to the river
    - a trip to the parks.
3. Trace the story of milk from the farm to the breakfast table.  
Trace the story of cornflakes.
4. Watch men building a house:  
See what each man does. Find out why so many men are at work on one building.
5. Make a scrap book showing the kind of work father does, or mother, the grocer, the carpenter.
6. Draw the tools used by the farmer, the brickmason, the plasterer.
7. Watch the policemen on Canal Street.  
Find four ways in which he helps people.  
How does the fireman help?  
How can children help the fireman, the policeman, their father, their mother?

### IV. Recreational Activities.

#### The Use of Leisure

1. Free playing of games.
2. Listening to the Victrola—Listening to the Radio.
3. Enjoying a beautiful picture.
4. Reading books.
5. Studying the colors of flowers, autumn leaves, insects.
6. Drawing things seen.
7. Club meetings—parties—picnics—excursions—concerts.
8. Making toys, pictures—garden, collecting anything of interest.
9. Attending basketball and other games.
10. Selecting the plays one likes best.

All teaching resolves itself around four big activities:

1. Activities for maintaining Life and Health.
2. Practical activities and the means of their pursuit.
3. Civic and other Regulative activities.
4. Recreational Activities.

### MORAL TRAINING

There is a real need to encourage the practices of old fashion home virtues among the pupils of Valena C. Jones School. These virtues may be found in the Civics outline beginning with grade 1B. Each school month we will stress and observe one of the virtues or character traits that we wish to have our pupils acquire.

September—Obedience and Courtesy.

October—Politeness and Cleanliness.

November—Punctuality.

December—Kindness.

January—Accepting Responsibility.

February—Loyalty to Home, Church, School and Community.

March—Cheerfulness.

April—Perseverance.

May—Respect for Parents.

June—Wholesome Enjoyment of Leisure.

A special outline and bibliography will be found in the special bulletin. Teachers may carry out any program they wish in getting these traits over to pupils as a part of their social and moral equipment.

### Character-Training Through a Project in Civics Grades 3-7

#### THE VELENA C. JONES SCHOOL REPUBLIC

Whole school organized into a Republic.

Each room a State.

Each State chooses its name after some famous American.

Officers in each State: Governor, Lieutenant-Governor, Treasurer, Secretary of State, 3-5 Judges, 3-5 Policemen, 2 Senators, Health Inspectors, Committee for Room, Hall, and Yard Cleanliness.

Teachers of each room Advisors of State.

Principal Advisor of Senate.

Primary election.

Final election.

#### Duties:

Senate responsible for all matters which concern several States or which call for cooperation of States. All matters affecting States left to States.

Each State will develop its own parliamentary procedure.

Each State with advice of teacher will arrange its meeting day.

Each State will have Bulletin Board in classroom.

Each State will make rules and enforce them for good order in classroom and halls.

Whenever a State finds something for the good of the Republic, or whenever a State desires to do something for the Republic it will pass a resolution and send it in writing to the Senate. All resolutions for the Senate must be signed by the Secretary of State.

(Continued on Page 23)



# THE CORRELATION OF AN EXTRA CURRICULA ACTIVITY WITH OTHER SCHOOL SUBJECTS

## The School Garden

By F. A. LEWIS

The modern conception of education has so revitalized the materials of our Course of Study that the avenues of linking up life in the work-a-day world with life in the classroom are many and varied. Among the numerous extra-curricula activities in our New Orleans Public School System which permit of such reciprocal relation is the "Mary F. Reames Annual Garden Contest."

This contest is held among the various public schools of the city. The competitors vie with each other for honors in excellency of work in vegetable and flower production, in beauty of landscaping, in the niceties of exhibition arrangement, in insect collecting and mounting and in the making of bird houses.

Wacarty School, located in the lower section of the city, has spacious grounds and, for the past five years, has been one of the leading participants in this extra-curricula activity.

Capital is made of the keen interest and enthusiasm of pupils in this project by having the garden contest serve as a pivot about which work in all of the subjects of the school revolve. To just what extent and in what manner correlation is carried out is demonstrated below.

Work and material for the garden contest are correlated with.

### Arithmetic

I. A study of areas and perimeters of circles and areas of triangles through measurement and laying off of circular and triangular beds.

II. One, two, three step problems in finding the number of rows possible for a given plot, the number of plants per row and the cost of same.

III. Problems in finding areas of walls and ceiling in determining the amount of material required and drawing to scale, in connection with the planning and building of bird houses, insect cases, breeding cages and flower boxes.

IV. The formulating of bills and receipts and the use of money orders in the actual purchase of garden material, shrubbery and lumber.

### English

#### I. Written Work.

A. Composition on the value and beauty of gardens; description of field trips for insects; comparisons between wild and domestic varieties of flowers.

B. Letter writing to the Department of Interior for bulletins on Insect Mounting; Farming and Gardening; to seed dealers for catalogues and seeds; invitations to parents to visit the exhibit; to friends telling them of work, hopes and plans; to contributors thanking them for trophies and other aids; telegrams of rush orders.

C. Types of business and social stationery were studied.

#### II. Oral Work.

A. All oral discussions precede written work.

B. Word Study; synonyms; vocabulary enlargement.

C. Technical grammar; sentence structure; parts of speech.

### Geography

I. Location of range of birds for which houses are made (wrens, bluebirds, martins, and swallows). Location of range of butterflies and moths.

#### II. Transportation:

Tracing a trip of an order of seeds, bulbs, etc., from a Chicago firm via the L. & N. mail train naming the large cities en route and bodies of water crossed.

#### III. Study of Materials:

Wood, cork, glass, nails, screen and other materials used in the construction of bird houses, insect cases and breeding cages.

IV. Weather conditions that affect bird migration.

### History

I. Invention of modern farming machinery.

II. Scientific investigations of plants and insects.

III. Lives of great naturalists.

### Civics

I. Making the home a better place with gardens.

II. Making the school a better place with gardens.

III. Making the city a better place.

### Reading

I. References and materials used in all other work as stated above; poems; quotations; debates; reports; newspaper and magazine clippings on flowers, garden work, etc.

### Spelling

I. All words used in written work as stated above.

### Penmanship

I. Material furnished by all written work.

### Music

I. Songs of birds; song poems of nature; beauty and rhythm in nature; ; imitations of bird calls heard during field trips.

### Nature Study

I. Seed propagation by winds; birds; water.

II. Contrasting evergreen and deciduous plants.

III. Insect anatomy, etc.

IV. Planting vegetables; flowers, trees and shrubbery.

V. Helpful and harmful insects; birds; animals.

### Health Work

I. Value of vegetables in the diet; the economy of a home garden; out-of-door exercises; value of sunlight and water.

(Continued on Page 29)

# THE NEW ORLEANS NATURE STUDY AND GARDEN EXHIBIT

*By O. C. W. TAYLOR, Vice-Principal McDonogh 35 High School,  
In Charge Nature Study N. O. Negro Schools*

To the uninitiated, the Nature Study and Garden exhibit held every year near the end of May by the New Orleans colored public schools, may seem to be the objective sought after. And it must be said that the exhibit is worthy of being looked upon as an objective.

Assembled at this exhibit are the products of the flower and vegetable gardens of twenty-four public schools of the city, a city where gardens are most easily possible both from a standpoint of soil and climate, a city where something may be green the year round and where some flower may bloom every day.

Just visualize, if you can, the choicest cut flowers from twenty-four flower gardens assembled in one grand bouquet. Just imagine, if you can, the aroma arising from a hundred cut and blooming blossoms. Just picture, if you can, score upon score of potted plants set down, as it were, in one great jardiniere. Add to this a collection of the choicest vegetables from the twenty-four gardens. Annex to this subtotal the bird houses built in a dozen manual training shops in the school system. Top the whole thing off with a collection of mounted insects from a half dozen schools and you may have an idea of just what this exhibit is like.

This project, absolutely extra-curricula and without paid supervision, has grown to enormous proportions. Started ten years ago in Negro schools by O. C. W. Taylor, then instructor of general science in the city high school, and for the past five years, by Louis A. G. Blanchett, the project has grown until it touches not only every school in the system but it reaches into every home in the city.

The eyes of the initiated see far beyond the annual exhibit. There are objectives much larger and much nobler than the mere assembling of flowers and things from schools. The eyes of the pedagogue look for the projection of this scheme into the homes.

One of the most beautiful and best groomed sections of the city is in the district patronized by McDonogh school of which Miss A. L. Bauduit is principal. It seems more than a mere coincidence that these people should have the most beautiful gardens and that the school in their section should each year stand head and shoulders above all other schools in flower garden and flower culture. It seems a natural consequence.

Among the peculiar reactions of this great project is the development of a prize-winning vegetable gar-

den in a school just a few blocks removed from the heart of the commercial section and altogether within one of the most thickly populated tenement districts of the city.

In speaking of this garden, Principal F. P. Ricard has the following to say:

"Six years ago the ground was as bare as Bald Knob mountain and for a depth of two feet consisted of broken slate, oyster shells, old plaster, brickbats, cinders, etc. To overcome this condition, big and deep holes were dug, this debris buried in them and the soil from their depth spread over the garden surface and liberally fertilized. A transformation seemingly magical followed. This reclaimed area, 30 feet by 60 feet, has been converted into a pretty lawn with the most luxurious shrubbery and grass and a beautiful garden in which twenty different kinds of vegetables and twenty-five varieties of flowers are growing in ordinary profusion."

Prof. Ricard also states that he is confident that a healthful effect has resulted as regards the homes of the children.

A most remarkable and advanced reaction, traceable directly to this nature study project, manifests itself in the Hoffman Junior High School, L. D. Crocker, principal. Hoffman started out this year to place a garden in the home of every student in the school, and according to O. C. W. Taylor, who originated and directed the plan, the following results were obtained: 451 Hoffman students developed flower gardens; 207 developed vegetable gardens and 431 cultured potted plants. Out of an enrollment of 788 students, there were only 128 students who did not have any flowers or vegetables growing at their homes. Students were used to assist in the supervision and inspection. In addition Hoffman has in process of organization student home improvement clubs. These are students summer organizations whose sole purpose is to assist in motivating and beautifying many of the front yards and side walks on the many newly paved streets in the Hoffman patronizing territory.

Two very marvelous and paradoxical developments manifested themselves in the system as a result of the Nature Study program. Sea Brook School, one of the smaller schools of the system, a two-teacher school under the principalship of Miss A. M. Robinson, has developed a prize winning flower garden of much merit, and Macarthy School, under Miss F. A. Lewis, has repeatedly shown up well in the bird house building, despite the fact that the manual training department of that school is one of the smallest in the city.

Yes, the Annual Nature Study and Garden Exhibit in the city of New Orleans is not only a good exhibit; it is good pedagogy.



## Second Grade Project

### "THE DAIRY FARM"

Following in the Second Grade the study of the pupil's environment in relation to the family's needs, we have studied an industry that meets the wants of the community.

The project was motivated by talks and questions about our food and how it is procured for us by the self-sacrifice and labor of many people.

Two weeks were spent in studying the milkman, the dairyman, the use of dairy products in the home, and the preparations and marketing of the dairy products of the cow. Dairying was considered both as a farm occupation and as a local industry.

After this profitable study of two weeks, we visited the Cloverland Dairy to clarify ideas.

The points noted for observation and discussion are:

1. Milk trains.
2. Pasteurization.
3. Sterilization.
4. Machinery for weighing, separating, washing bottles, and bottling.
5. Manufacture of dairy products.
6. Delivery by wagons and trucks.
7. Interdependence of city and country.
8. Cleanliness of the dairy, dairymen, and dairy-maids.

After the trip we used the experiences, and recalled the activities observed in the project.

Dupre's "Milking Time" and Millet's "Woman Churning" were used for picture study.

On the sandtable was set up a miniature farm and herd.

A "Dairy Book" was made containing cut outs of the cow barn, the milk wagon, a dairyman with cans of milk, bottles of milk, butter, cheese, and a herd of cows.

Since the pupils had experimented with butter making while in the First Grade, we planned and carried out a "Dairy Party", making and eating ice cream.

The activities which prevailed were imitative play, construction, problem solving, and language expression.

#### Correlation With Other Subjects

##### I. Hygiene.

- A. Proper foods include milk, butter, ice cream, etc.
- B. Protecting foods—covering, refrigeration, etc.
- C. Clean barns, tested milk and cattle.
- D. Bottled milk.

##### II. Language.

- A. Oral Composition: (1) Discussion of plans; (2) Reports of work done; (3) Poems and stories.
- B. Written Composition: (1) Letter writing; (2) Stories; (3) Signs.

##### III. Reading.

- A. Bulletins.

B. Accounts of experiences.

C. Labels.

D. Stories.

##### IV. Number-work.

- A. Figuring car fare.
- B. Keeping record of the number of quarts of milk which were drunk in one week.
- C. Measuring milk in pint or quart measures.
- D. Finding the cost of a freezer of ice cream.
- E. Telling the time the milkman comes in the morning, in the evening, etc.

##### V. Spelling.

- A. Words needed for letter; as, milk, butter, cream, ice, times, etc.
- B. Words needed to write stories of trip, etc.

##### VI. Penmanship.

- A. Labeling pictures.
- B. Writing letters.

##### VII. Civics.

- A. Regard for others: (1) Being polite to the milkman; (2) Washing the bottles and putting them out.
- B. We depend upon farmers, dairymen, and milkmen for important foods.

LORETTA M. SAUCIER,  
Teacher 2-B Grade.

### THE MAGIC GARDEN

A farm pageant in one act presented at the conclusion of the Farm Project in the Primary Grades.

The object of the pageant is to direct the attention of the pupils to some of the fundamental features and problems of modern life as represented in their immediate environment.

The objective is to be realized by selecting certain experiences gained in the project, organizing in a series of activities, and permitting the pupils to act them out.

#### The Story of the Pageant

John, Billy, Sally, and Betty, idle and lonely children, are sitting in a garden disconsolate and forlorn.

The Queen of the "garden fairies" suddenly appears and invites the children to explore their garden.

The children are sure that they can find only dirt and weeds in it, but led by the Queen they soon hear birds singing; also, a song "Spring Voices", by a group representing birds, butterflies, and daffodils, depicting the arrival of spring.

Billy finds an old rake and says that he can clean up with it. The Queen calls some helpers "The Overall Boys" to help them clean the garden and plant some seeds in it.

One Fairy Seed appears and tells how seeds grow, after which the Vegetables appear. The timely arrival of the little Rain-drop Fairies helps them grow.

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# THE EDITOR'S PAGE

## The Bulletin

Official Organ of the National Association  
of Teachers in Colored Schools

Office of Publication: State Department of Education,  
Capitol Building, Charleston, W. Va.

Subscription to non-members \$1.50 per year.

Published This Year November, December, January,  
February, March, April, May, June, July.

Entered as second class matter at Charleston, West Virginia,  
April 24, 1930, under the Act of August 24, 1912.

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The Historic City of Petersburg offers many local advantages to educators and teachers who plan to attend the National Association meeting on July 22-25. This city is located at the head of navigation on the Appomattox River, about 12 miles above its confluence with the James River at City Point. There is also a deep water connection with Chesapeake Bay points, and with the Atlantic Ocean.

Petersburg is also the junction point of the Norfolk and Western Railway system, which runs east and west from the Middle Western states through the West Virginia and Virginia coal fields to the Atlantic Seaboard at Norfolk; and the Atlantic Coast Line and the Seaboard Air Line Railroads which provide the community with direct north and south trunk-line connections to the principal cities of the eastern, northern and southern and Gulf states. Richmond, the capital city, is within a radius of 22 miles, where there are connections with Chesapeake and Ohio and the Southern Railway systems.

Petersburg traces its history back to 1612 when it was included in Smith's map of Virginia under the name of "Appomatuck." In 1645 old Fort Henry was erected at the falls of the Appomattox River, within the site of the present city, to guard the head waters of the river against incursions of the Indians. Its present name is derived from Peter Jones whose early Indian trading post still stands at the end of Short Market Street near the Appomattox River. At first it was called "Peter's Point," and

later, Petersburg, by Colonel William Byrd when he laid off the permanent community in 1733.

At a later period, President Madison, in an address in which he thanked the Petersburg troops for their services in the war of 1812, nicknamed Petersburg "The Cockade City of the Union"—a title by which this city is familiarly known today. The name "Old Dominion" by which the state is also designated traces its birth to Charles II in 1660, the period of the Restoration. The Virginia colony was in sympathy with the Cavaliers, or king's party in England. The name was freely used at the coronation of Charles II to indicate allegiance.

Petersburg is an ideal choice for the Annual Meeting of the National Association of Teachers in Colored Schools—Welcome to the Old Dominion.

The twenty-seventh annual meeting of the National Association of Teachers in Colored Schools will be held at Virginia State College, Petersburg, Virginia, July 22-25. The general theme of the meeting is "The Present Status of Tax Supported Schools for Negroes in America". A program rich in content has been prepared which includes addresses by some of the most prominent educators in the country. A tentative program of the meeting is printed in this issue of the Bulletin. The Association has enjoyed a prosperous year. Interest has been stimulated and it is expected that there will be a large attendance of teachers.

Petersburg is located in a historical section of Virginia that contains many points of interest to those who are engaged in the work of teaching.

This will be the first meeting of the Association since the adoption of the Constitution at Jackson, Mississippi. The general procedure will mark a sharp departure from the former meetings. The business of the Association will be conducted by the Delegate Assembly composed of delegates elected by the several State Associations. It is the hope of the officers that each association will send in the names of their delegates as early as possible so that there may be no hitch in the accreditation of delegates.

The slogan of teachers in Negro schools is "On to Petersburg!"

Although President Mordecai W. Johnson is serving on the commission to study educational conditions in Hayti, he will return to America in time to preside at all meetings of the Association.



## THE NEW ORLEANS PUBLIC SCHOOL SYSTEM

The teachers, principals, and the supervisor of primary education have been responsible for the primary education have been responsible for much of the material in this issue of *The Bulletin*. In a system so large and complex, it is impossible to examine and display minutely every phase of its work in a brief article.

New Orleans, as is known, is the metropolitan city of the South. Its colored population is the largest of any of the purely Southern cities. Only within the last two decades have the schools taken on real life and intensive work. In 1910 there were but little over 8,000 pupils enrolled in the system, with some 200 teachers. Supervision was inadequate and salaries were extremely low. Today there are nearly 500 teachers in the system, 22 principals, one classroom supervisor, and a superintendent of colored schools. There are in addition several special supervisors, as of music, domestic science, domestic art, manual training, evening schools, nursing, athletics, and hygiene. There are over 17,000 pupils enrolled in the day schools, and some 3,000 adults in the evening schools. There are 22 day schools and 8 evening schools. Included in the 22 schools are 2 junior high schools and 1 high school and a normal. The annual expenditure for maintenance and upkeep of these schools amounts to nearly \$1,000,000 annually.

The system is run on a 7, 4, 2 plan, seven years elementary, four years high school, and two years normal. The normal graduates are granted state license to teach in Louisiana upon completion of their course. Most of them are selected to teach in the New Orleans public school system, or are selected as day to day substitutes, if their marks rank in the lower group of competitors. As they increase in rank and the list of first eligibles are exhausted, they become the eligibles and are appointed when a vacancy or need for their services arises. All teachers are elected on a three year probationary period. If at the end of the probationary period, teachers are approved by the superintendent and Board of Trustees, they are elected for life upon proper behavior; married women excepted, they resigning upon marriage.

But the mere normal course does not satisfy a large number of teachers, and they enter summer schools in the North, East, West and South for the purpose of securing their degrees. Some, after securing their bachelor's degree, pursue their master's degree. This constant pursuit of a better education has resulted in raising the standard very materially, especially within the last ten years.

In 1910 the school enrollment was but little over 8,000, with some 200 teachers. There was only one

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Playground of Macarty School, 1605 Caffin Avenue, New Orleans, Louisiana. F. A. Lewis, Principal.



## The Organization of Vocational Guidance in New Orleans

By MISS EMMA PRITCHARD COOLEY

Two years ago the Alpha Kappa sorority, a group of young women, became interested in the vocational guidance work which was being carried on in New Orleans under the direction of Miss Emma Pritchard Cooley, Director of Vocational Guidance in the New Orleans Public Schools. The members of the sorority held a conference at which members of the New Orleans Vocational Guidance Association spoke on the various phases of vocational guidance. As a result of this conference a questionnaire was sent to the children in the upper grades of the Negro schools to determine what vocations these children were interested in and were planning to enter. The returns showed that most of the girls were planning to be teachers, principally because of their limited knowledge of opportunities afforded in other lines of work. The following year, under the auspices of the sorority, a program was arranged at which Negro women who had achieved success in various lines of work spoke to the children of the opportunities in and requirements for entrance into these different vocations.

At this time the Department of Vocational Guidance, through the research secretary of the High School Scholarship Association, was making studies of occupations to be used as text material in the vocational guidance classes in the public schools. Upon investigation it was learned that there were opportunities for Negroes in a number of these occupations and it was decided to present this information in supplementary studies, using the studies already made as a basis. Six of these supplementary studies have been made by the research secretary and printed by the students in the printing classes of the McDonogh No. 35 High School. The studies include: The Colored Printer in New Orleans, the Colored Beauty Worker in New Orleans, the Colored Registered Nurse in New Orleans, the Colored Public School Teacher in New Orleans, the Colored Garage Worker in New Orleans and the Colored Office Worker in New Orleans.

During the past year the members of the Alpha Kappa Alpha sorority have been instrumental in organizing a local colored branch of the National Vocational Guidance Association, the first of its kind to be organized. During the winter an active membership campaign was held with the result that the local colored branch with forty-one members became affiliated with the National Association in April, 1930. The association, with Miss Mary D. Coghill as president, has held several meetings and is planning to take steps preparatory to inaugurating training classes for vocational guidance counselors in the Negro summer school, as it is felt that there is a great need for training courses for workers in this field.

Although the local vocational guidance association

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## Music Teaching as a Vocation

By MISS LUCILLE HUTTON

(A talk given at an Alpha Kappa Sorority Vocational Guidance Meeting)

I shall discuss neither its recreational or cultural values, but shall ask you to think of music from a vocational standpoint, that is, as a means of earning a living.

The world, it seems to me, is fast becoming "music minded". The radio brings us music of all kinds at all hours; the "talkies" are largely music, employing some of our finest singers; the daily newspapers give space to music activities, and magazines like *The Literary Digest*, devote a section to it. Schools are placing a great deal of emphasis on music. It is taught in every grade and among the school children, there are organizations ranging from the kinderband to the high school orchestra. Every city of any size has a symphony orchestra and a municipal band, while in recent years, the entire nation celebrates Music Week.

We have music at home, at church, at school, in the movies, in the stores, on the street—in fact, we are almost in the condition of the fine lady of the nursery jingle, of whom it is said:

"With rings on her fingers and bells on her toes,  
She shall have music wherever she goes."

With this general interest in music, it stands to reason that there are thousands of people who earn their living by means of music. Some play in orchestras, or bands, some are on the stage, others are concert artists, and still others, the majority I think, make their living by teaching music.

Perhaps by this time you are wondering: Just what is meant by this broad term "music teaching"? or, How can one become a music teacher? or, Is it possible to earn a reasonable income by teaching music—will it pay?

Let us consider the first question: What is meant by music teaching? I usually think of music teaching as having three phases: teaching in the public schools, teaching in a music department of a college, and teaching in a private studio. The work in the public schools consists of teaching singing in the various grades, teaching appreciation of music by means of victrola and radio, organizing and training choruses, glee clubs, orchestras; and in some systems, teaching piano, violin and other instruments. There is also a position of music supervisor. Practically every one of our colleges has a department of music which requires several teachers. There are those who teach piano, voice, violin and other instruments, and those who teach the theory of music. In the third group are the individual teachers who give lessons on some instrument. This teacher either goes from pupil to pupil, or better yet, has some place, called a studio, where her pupils may come for their lessons.

How can one become a music teacher? Only by the proper training at some recognized music college

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## COOPERATION OF CIVIC LEAGUES WITH PUBLIC SCHOOLS

It has been said that "Out of chaos came the dancing star" and "Out of the turmoil and nonsense of the French Revolution came Napoleon." It is equally true that, Out of the desire for education, sanitation, interracial cooperation, commerce, and civic betterment, came the Seventh Ward Civic League.

The Seventh Ward Civic League was organized in November 1927, and met with instant favor and support of the citizens of this community.

The League launched at once, a three-fold campaign; for better schools, better inter-racial cooperation, and better citizenship.

The League made representation before the Zoning Commission, the Orleans Parish School Board, the Sewerage and Water Board, the Playground Commission, Commission Council, and other civic bodies.

During the first year of the League's existence a number of prominent professional and business men delivered excellent addresses. Among the number were Mr. Nicholas Bauer, Superintendent Orleans Parish School Board; Mr. Hamilton of the Chamber of Commerce who brought greetings from his organization and pledged whole hearted support; Mr. L. P. Nicholson, President of the Times Picayune Publishing Company, and Major Ross, Managing Editor of the Daily States, both gave timely advice and encouragement.

From our own group we have been singularly honored by the constructive advice and masterful addresses of Robert Hayes, Dean of New Orleans College; Miss Fannie C. Williams, Principal of Velena C. Jones School; S. J. Green, Principal of Thomy Lafon School, and a host of civic and educational leaders, including Miss Naomi Irwin and Mr. Stalaker of the local Community Center and Mr. E. T. Atwell, representing the National Playground and Recreation Association of America.

Since the League came into existence, it has witnessed the passing of the old dilapidated shacks used as a school for this ward, and in the wake of their dust and splinters has arisen a thoroughly modern three-story brick school building, consisting of forty or more rooms, including house-keeping unit, cafeteria, auditorium, etc., at a cost of more than a quarter of a million dollars.

The garbage that was once used to make the street bed a melodorous attraction for flies and scavengers, not only a stinch in the nostrils but a breeder of pestilence and disease, is now being collected by the city authorities and destroyed according to law.

Streets that were dark and dangerous are now properly lighted, long stretches of stagnant gutter water, a veritable breeding place for mosquitoes and errie reptiles, have been drained, houses have been properly numbered to facilitate mail delivery, letter boxes installed, streets have been surfaced and opened to traffic, sidewalks paved, crossings graded, bridges built, low places filled, abolishing

of water ponds in rainy weather, and better housing conditions are seen in the erection of so many beautiful homes, and re-conditioning of old ones, since the streets are improved admitting automobile traffic where before they were impassable to an ox cart.

Poll tax payments were stimulated, and upwards of 450 registrations were obtained—making citizens in fact as well as in name.

A library fund of nearly \$600.00 has been made available to the Valena C. Jones School, and a water-logged basement of the Corpus Christi Parochial School has been converted into a safe and wholesome place of recreation for the children in bad weather, i. e., the money has been turned over for that purpose.

The change in attitude of the daily newspapers toward our group is but another evidence of league effort in this community for better inter-racial understanding. As little as may be thought or said of it, the newspapers played a tremendous part in putting over the late Flint-Goodridge Hospital Drive, which raised \$250,000.00 without a dissenting voice.

Through the League's efforts, the Seventh Ward alone has received in benefits more than \$3,500,000.00, besides the educational advantages and civic improvement, that cannot be estimated in dollars and cents.

When civic leaders in other wards heard of the work that was being done by the Seventh Ward League, they decided to organize similar leagues in their wards. There was an almost constant demand for those who initiated the movement to come or go into the various wards of the city and give their assistance in getting up new leagues.

In addition to the President, Dr. Hardin, the following:—A. Mollay, First Vice-President; A. M. Trudeau, Second Vice-President; George McKenna, Sr., Secretary; Oscar Daste, Treasurer; August Martin, Manual Training Teacher at the Lafon School; Albert J. Chapital, Sergeant at Arms; William Derouen and others, all of the Seventh Ward, and A. P. Tureaud, Attorney at Law and President of the Eighth Ward Civic League, and Legal Advisor for all of the leagues, became a group of willing workers to convince the people of New Orleans that what affected the Negro in the Seventh Ward, affected the Negro in all the wards.

The League waged a rather intensive educational campaign, creating a desire for better citizenship, better educational facilities, and a more respectful regard for the rights and privileges, vouchsafed to us by our National Constitution. In this great civic battle the League was victorious, under the urge to love life and live upward, many colored men and women of this city today are prepared to exercise their prerogative as citizens, that never before thought it possible, many children are kept in school whose parents were heretofore disinterested or

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## DILLARD UNIVERSITY

By JAMES PUTNAM O'BRIEN,  
*President of Straight College*

The charter of the new Dillard University has recently been filed. The first formal meeting of the Board of Trustees has just recently been held. This undoubtedly, marks the beginning of a new era in Negro education in New Orleans and the far South.

The University has been named for Dr. James H. Dillard, one-time trustee of Straight College and Professor in Tulane University. Dr. Dillard was born in Virginia and has added another name to the long line of distinguished citizens of that commonwealth. He has rendered distinct service to the cause of Negro education, so much so that when his name was suggested for the new university it was regarded in some quarters as nothing less than an inspiration.

A few years ago, the Rosenwald Foundation decided to aid in the development of strong educational centers for Negroes in Washington, Atlanta, Nashville, and New Orleans. At the same time, Straight and New Orleans Universities reached the point where they were looking for new locations and were planning strong forward movements. The suggestion was made that if the two institutions could be merged into a new university, the General Education Board, of New York, and the Rosenwald Foundation, of Chicago, might get strongly behind them.

In the autumn of 1928, conferences began to be held which culminated in the recent meeting of the Board of Trustees. During this period there were two conferences well worthy of note. The first was held on February 22, 1929, in the board rooms of the New Orleans Association of Commerce. It was presided over by Mr. A. D. Danziger, President of the Association, and was attended by representatives of the two denomination boards, representatives of the two colleges, representatives of the Rosenwald Foundation and the General Education Board, the Vice-Presidents of the Association of Commerce, and representatives of Leland College and the Baptist churches. The plans already prepared by the Methodist and Congregational representatives were placed before the conference. They were further developed and most heartily endorsed. At the request of the conference, Mr. Danziger appointed a committee to co-operate in selecting a site for the proposed institution. In his introductory remarks, Mr. Danziger said that he would regard the founding of such an institution as the outstanding achievement of his presidency. It has also become evident that the citizens of New Orleans, as a whole, favor the movement.

The second outstanding conference was held in New Orleans between the representatives of the Congregational and Methodist Boards from February 14 through February 18, 1930. During these conferences, the preliminary organization of Dillard University was practically completed. Six trustees

had been elected by the American Missionary Association, and six by the Board of Education of the Methodist Episcopal Church. These twelve were authorized to choose five others, making seventeen in all. During the above conferences, four of the five trustees were chosen. The fifth is not yet elected. The sixteen trustees are as follows:

### For the American Missionary Association:

Mrs. Lucius R. Eastman, of Scarsdale, New York, a member of the Administrative Committee of the American Missionary Association, a trustee of Straight College, and long interested in Negro education.

Reverend Fred L. Brownlee, of New York City, Executive Secretary of the American Missionary Association.

Dr. George E. Haynes, of New York City, member of the Executive Committee of the American Missionary Association, Secretary of Commission on Church and Race Relations of Federal Council.

Mr. Charles B. Austin, of Mount Vernon, N. Y., a member of the Executive Committee of the American Missionary Association, and a retired business man and educator.

Dr. W. A. Daniel, of New York City, associate Executive Secretary, Department of Missions, of the American Missionary Association.

Dr. E. J. LaBranche, of New Orleans, druggist and trustee of Straight College.

### For the Board of Education of the Methodist Episcopal Church:

Dr. Thomas F. Holgate, of Chicago, Dean of Northwestern University.

Dr. M. J. Holmes, of Chicago, Secretary of the Board of Education of the Methodist Episcopal Church.

Mr. N. L. Gatch, of Cincinnati, a prominent lawyer, attorney for the Board of Education of the Methodist Episcopal Church.

Bishop R. E. Jones, Bishop for the New Orleans area of the Methodist Episcopal Church.

Mr. Frank Jensen, General Passenger Agent, Texas & Pacific Railroad, Dallas, Texas.

Dr. Thaddeus Taylor, of New Orleans, a well-known physician.

### Chosen at Large:

Mr. Edgar B. Stern, of Lehman, Stern & Co., New Orleans, prominent business man and recently President of the New Orleans Cotton Exchange.

Mr. Alvin P. Howard, vice-president of the Times-Picayune, and prominent business man.

Mr. Warren Kearney, a leader among the Episcopians of the city and a close friend of Dr. Dillard.

Mr. Monte Lemann, a Harvard law graduate, teaching law at Tulane and on President Hoover's Board of Law Enforcement.



Mr. Edgar B. Stern has been elected president of the Board.

Dr. E. J. LaBranche and Bishop R. E. Jones, vice-presidents.

Mr. Alvin Howard, treasurer.

Charles B. Austin, secretary. The operation of the new university will be under the direction of these trustees.

As the situation developed, it was decided to include the Flint-Goodridge Hospital in the merger, this anticipating a future medical school, and to make Dillard University the best equipped educational institution and health center for the Negroes of America. A minimum of two million dollars has been pledged for site, buildings and equipment. Toward this sum, the American Missionary Association and the Board of Education of the Methodist Episcopal Church each pledged five hundred thousand dollars.

The General Education Board of New York will give \$500,000, and the Julius Rosenwald Fund will contribute \$250,000. This was conditioned upon \$250,000 being raised from other sources.

The citizens of New Orleans, who were asked to raise this \$250,000, have already pledged something over \$300,000. Their pledges have been made to the Flint-Goodridge Hospital of the Dillard University.

At the meeting of the trustees in June 6th the site for the hospital was purchased and a campus site considered. Each of the two church boards have pledged \$35,000 annually toward the maintenance of the new university. Undoubtedly additional endowment and income will need to be secured.

The \$1,000,000 pledged by the church boards does not mean that these boards have come into recent possession of large resources, but chiefly that they are hoping to secure this money from the sale of their present holdings in New Orleans. As a matter of fact all missionary societies are facing serious financial difficulties at the present time.

This is not to be considered as a merger of Straight University into New Orleans University, nor of New Orleans University into Straight University, but a merger of both into a new university, a merger which is to retain so far as possible the ideals and traditions of both schools in a new and stronger institution.

Straight University received its first charter in 1869. The charter was renewed in 1894. In 1915, the name Straight University, as used on letter heads and advertising, was changed to Straight College. The charter name remained, and still remains, Straight University. During the 61 years of its history, Straight has stood, in its teaching and practice, four-square for the educational principles, religious ideals and the interracial brotherhood of the American Missionary Association.

New Orleans University was organized in 1873 and has stood staunchly for the principles of the Methodist Episcopal Church in its dealings with all races and all classes.

Straight University and New Orleans University will be continued as they are, until the new uni-

versity is ready for occupancy, possibly for the next two years. Straight University meanwhile plans to strengthen and improve its work. These two years will be made, if possible, the best in our history. The same doubtless will be true of New Orleans University.

When these schools were organized, very few people in the south believed in Negro education. Today, there were about 150,000 colored children enrolled in the public schools of Louisiana. There are four colleges whose work is recognized by the American Medical Association. A group of outstanding white southern men has been found who are willing to give their time and strength to the development of the new university. The city has pledged over \$300,000 to make the university possible, and the university, itself, has been named for an outstanding citizen of southern birth and training.

All of this marks progress, but we hope it will not mark the forgetting or ignoring of the gifts and service of the Christian men and women who, with faith and sacrifice, have developed the schools and have made the present and the future possible.

## History of New Orleans

New Orleans can boast of a history that few cities of the United States can equal. Having been transferred along with Louisiana three times to different nations, it is no wonder that the city can produce such colorful history.

New Orleans is the second oldest city in Louisiana. It was founded by Bienville in 1718. After carefully selecting the location he sent the engineers, La Tour and Pauger, assisted by fifty men to clear the undergrowth. In 1720, the settlement was arranged in the shape of a rectangle facing the river. The boundaries were Canal Street on the south, Esplanade Avenue on the north, Rampart Street on the west, and the river on the east. A square was marked off to be used as a Place d'Armes, now Jackson Square. To the rear of this a church, school, and government house were built. Barracks and a few huts were erected, and to this crude settlement Bienville gave the name "La Nouvelle Orleans" in honor of the Duc d'Orlean.

In 1722 it was made the capital of Louisiana. In 1727 the "Casket Girls" arrived and were placed under the care of the Ursulines until they should be married to the young aristocrats here.

Due to the many storms, the frequent visitations of fever, and the constant attacks of the Indians the city grew slowly. However, these evils were small compared to that which occurred in 1762. In this year Louis XV, by the secret treaty of St. Ildefonso gave all Louisiana and the Isle of Orleans to his cousin, Charles III of Spain. The people did not hear the change until 1764 and hastened a petition to their king to retain the territory, but it was too late. The people received their wish later for in the year 1800 with great ceremony Louisiana was again ceded to France. Three years later the

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## GARRISON DEMONSTRATION SCHOOL

*By A. K. SAVOY, Principal  
Garrison Demonstration School*

It has been said of words that they are "such feeble things, they half reveal and half conceal the soul within." The teacher feels keenly the truth of this when she attempts from mere reading to grasp a particular method, or technique, or procedure, or when she endeavors to put into practice principles, methods, or procedures conveyed to her through the medium of oral language alone. Inability clearly, fully, and without ambiguity to express ideas in words on the one hand, and the human tendency to read into words a variety of meanings on the other, have served to render necessary additional agencies in the matter of promoting teacher growth. Recognition of this fact many years ago lead to the establishment of the now common practice of giving to teachers each school year a certain limited number of visiting days in order that they might see theories translated into practice by successful teachers. Time proved, however, that the benefits accruing from this practice were not nearly as great as the time spent would seem to indicate.

Believing that the benefits accruing from observation might be assured and increased by better organization of the conditions surrounding it, the Board of Education of the District of Columbia, in June 1925, authorized at the beginning of the next school year of two demonstration schools, one for each of the two main divisions of the school system. It was thus that Garrison Demonstration School came into being in September 1925, as the demonstration center of the elementary schools in Divisions 10-13.

The purpose of this school is to exemplify through classroom work principles, methods, and procedures which have passed the experimental stage and which have received the approval of the school administration. It is not a model school. In more respects than one, the building is not a model. The equipment and supplies are just those supplied to all other elementary schools. The pupils are the unselected group that this particular school district affords. These pupils range in grade from kindergarten to high sixth grade. The object of the school is to evidence to visiting teachers, under conditions similar to those under which they work, the possibilities of certain methods, procedures, and devices and to clarify the thinking of the observers along those lines.

The teachers, however, are specially selected. Assignment to duty at this school is based upon outstanding success in classroom work and a sturdy professional growth. For demonstration work, teachers receive no extra compensation. For the first two years of its existence, the faculty remained unchanged. Since then a very small percentage of the teaching personnel has been changed annually.

Garrison Demonstration School is neither a practice school nor is it an experimental center. In the

matter of experimental work, however, the school enjoys a certain latitude. The work of the school has included special demonstrations for observation by large groups of teachers for the purpose of exemplifying certain procedures. A type of such procedure might be the socialized recitation—motivated democratic discussion, followed by cooperative manual activities which prepare for and lead into a dramatic reaction to the discussion. For the most part, the work has consisted of unscheduled demonstrations of regular, daily classroom work.

Certain phases of the work done at the school are possibly worthy of mention as types of what the administration of our schools approves and what the school, therefore, endeavors to exemplify. In the upper primary grades, there is the three-group reading procedure. A given class is organized into three reading groups on the basis of reading needs. All groups have simultaneously work in varied phases of reading. While one group is doing work of preparation, another is having developmental work or discussion, and the third is possibly reacting through some phase of work in fine art or preparation for drama. An activities program centered around the social sciences follows largely the procedure mentioned above under "the socialized recitation." The possibilities of an integrated course of study have been exemplified in the primary grades by the working out of certain units. The mid-morning milk-cracker lunch has been emphasized. Recently the school has substituted for the traditional practical arts the more modern industrial arts. This work in industrial arts is carried on in all grades, whereas the work in the traditional practical arts was confined to the upper grades of the elementary school.

In order that the teachers might not be kept under long continued strain, the observation week for a teacher is made to consist of three days, not more than two of which are consecutive. The class, while in session, is closed to observation on the other two days. Observation days are posted on a schedule board in the office. Appropriate cards hung on classroom doors advise on given days that given classes are closed. Classes are visited by teachers in the service, night as well as day, by teachers in training, and by teachers from without the city. The duration of a visit depends upon the needs of the visitor. She may observe the work of an entire day, if necessary or desirable. Most frequently the visits are for less than the entire day. In case the visiting teacher is one who has charge of a "whole day" school, her class is taken charge by an annual substitute or by teachers of "part time" classes not in session. Observation is purposeful and is some times directed. It is followed by conference with the principal or the director of the

(Continued on Page 23)



## The Care and Education of the Crippled Children

SUMNER-MAGRUDER SCHOOL, WASHINGTON

A school survey for the purpose of discovering crippled children in the District of Columbia was made during the school year 1928-1929. As a result of the investigation a limited number of crippled children were found who were in need of the facilities of a special school.

Realizing that the education of the crippled child is a public responsibility and in the endeavor to bring them equal opportunity, upon the authorization of the Board of Education, a class for crippled children was opened in the Sumner-Magruder, an elementary school, on November 4, 1929, with eighteen physically defective but happy children in attendance. At the close of the second week the enrollment had increased to twenty-nine. The maximum number of children enrolled has been thirty-eight.

The entire first floor of the Magruder building, consisting of four classrooms, was given over to the work with crippled children. Structural modifications were made in the building in order to better prepare it to meet the needs of the children. Special toilet and wash facilities, with both hot and cold water, were installed. The plumbing and gas fixtures and regular equipment in the household arts room on the second floor were re-established in the northwest room on the first floor, in order to provide a combination kitchen and dining room. Three other rooms were used for academic and vocational hand-word, rest, and physiotherapy.

A wooden ramp and platform were constructed at the main entrance to allow for easy and safe access to the first floor. A concrete driveway, leading from the street to the platform was built for the convenience of bus transportation.

Equipment, apparatus, pupils' furniture and both clinical and educational supplies especially adapted for use with crippled children and selected to meet the individual and group needs, were furnished.

Direct bus transportation between the home and school was provided for each pupil. A light luncheon of crackers and cocoa has been made available in the morning for those who require it, and a hot meal is served all children at noon, under the auspices of the Parent-Teacher Association.

The Administrative Principal of the Sumner-Magruder School is in immediate charge of the unit for crippled children and associated with her is a staff consisting of one teacher of academic subjects, a dietician, a physiotherapist, and a matron.

The school is operated under the joint auspices of the Board of Education and the Health Department of the District of Columbia. Regular visits are made to the school by the medical inspector. Admissions and discharges are made upon the recommendation of the Health Officer and with the knowledge and consent of the parents and guardians. Physical care and corrective treatment are empha-

## Our Children

The March 18, 1930, issue of Current Information, the official organ of the White House Conference on Child Health and Protection, gives the following contribution by Honorable James J. Davis, Secretary of Labor.

America faces the problems of her children. We hear much, in and out of the daily prints, of our younger generation. There is great wailing about children who come to evil before their time; of radical tendencies among our boys and girls; of erotic literature and conversation in our homes and schools; of devotion to amusements unhealthy for soul and body; of the exuberance of youth turned to outbursts of sophisticated sentimentality. These things disquiet me not.

But I will tell you what stirs my deep concern, what wakes every latent fear in my heart and soul. I will tell you what makes me tremble for the future, and what prompts me to consecrate my life and work to the service of childhood. It is these things:

Over one hundred and fifty thousand American babies called to death every year before they have scarcely had time to open their eyes upon the world about them.

Over four hundred thousand American children doomed to toil in mine and mill, factory and trade before they have sensed the privileges and duties of humanity.

Millions of American children of school age face in our schools a false learning, an education that will not fit more than one in ten of them for the places they must occupy in life.

In these lie our greatest national perils because the child of today is the parent of tomorrow. To cure these evils is a cause to stir men's souls, to enlist the devotion of the stoutest hearts and the greatest minds. Here is a duty that patriots may not shirk. Here is a service to the nation beside which petty problems of finance, industry, and politics fade into insignificance. These evils are with us today. They are beside us and among us.

This Conference must not fail in its great task—it must fulfill its mission. Let this be our creed: We believe in the child, repository of the future of the nation and the human race. We believe that every child has a God-given heritage of life, health, happiness, and opportunity to fill its chosen place in the world. We believe that man owes no higher duty to God and society than the duty of service to childhood.

\* \* \*

The National Association of Teachers in Colored Schools might well adopt this message as the goal toward which it is striving. The hearty cooperation of every teacher should be given to this worthy enterprise—the conservation of child-life.

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sized in the school's program and on the educational side, the children follow in general the regular course of study.

# TENTATIVE REPORT OF SUB-COMMITTEE ON HEALTH OF NEGRO SCHOOL CHILDREN

## COMMITTEE ON THE SCHOOL CHILD

### Subcommittee on Negro Schools

Chairman: N. C. Newbold, Division of Negro Education, State Department of Public Instruction, Raleigh, North Carolina.

Edna Colson, Virginia State College, Petersburg, Virginia.

Leo M. Favrot, General Field Agent for the General Education Board, Louisiana Bank Building, Baton Rouge, Louisiana.

S. L. Smith, Director Rural Schools, Rosenwald Fund, 502 Cotton States Building, Nashville, Tennessee.

Althea H. Washington, Howard University, Washington, District of Columbia.

Fannie C. Williams, 1922 Louisiana Avenue, New Orleans, Louisiana.

In any consideration of the Negro school child, his health and protection, his cultural education, or his general welfare, there is one fundamental rule which should be considered first and always, and that is, that the Negro school child should be regarded exactly as the white school child, and that the program should be identically the same as that for whites. In short, they should be regarded as people, just like any other race.

With this in mind, there are certain conditions, and not theories, which should be faced as facts in dealing with the problem of the Negro school child directly.

The white school child has a background of many centuries of opportunities, either good, bad, or indifferent, for cultural development, for physical growth, and for health care. In numberless instances white children have failed, on account of wars, poverty, pestilences, or economic depression, to receive even a minimum of such benefits, but the race as a whole has a background of centuries of opportunities. On the other hand, it is only day before yesterday that the Negroes were bodily and forcibly removed from their native environment in Africa and installed as slaves throughout this country. Only yesterday were they freed from slavery and given the theoretical rights of citizens.

The Negroes in the South, on being freed from slavery, were without money or property. Very few of them had any education at all. Those that did have a modicum of education had only what their slave masters had chosen to give them. Their health, care and protection was on a better basis, as they had received in large measure the very same care in regard to their health that the families of the whites, and even of their owners, had been privileged to have. When they received their freedom, mentally speaking, they were as any untrained people who might find themselves instantly at liberty, and without restraint, to exercise any and all

animal traits common to mankind. Out of this background of poverty and illiteracy the Negroes, through their own efforts and with the generous aid of the white neighbors, have made marvelous progress in education and in health.

While the foregoing is literally true, on account of their various handicaps, the Negroes still have a higher death rate than the whites from all preventable diseases in sections where both races live side by side. Their schools, while excellent in many instances, still lack the perfection that they will gain in the future.

In North Carolina, where a consistent program of public health has been planned and executed during the past twenty years, the Negro has received his full share of the benefits. As an illustration of what has been done for the health in the employ of the State of North Carolina and some of its co-operating county units have actually treated during the last eleven years more than fifty thousand Negro school children between the ages of six and thirteen years. This has been done wholly at public expense. During the same period between three and four thousand Negro school children have been operated on for the removal of diseased tonsils and adenoids at State expense in clinics provided identically for white and colored children alike.

During the summer months it has been a custom in North Carolina for temporary hospital units, operating in the schoolhouses under the auspices of the State government, to conduct clinics in which one hundred children per week during the fifteen or more weeks of the summer months have been operated on for throat diseases, and the Negro school child has always had one day of this clinic set apart for him.

Public health nurses employed by the State alone have inspected the school children of the State, and these clinics just mentioned have been provided for the benefit of the children living in rural sections remote from hospitals or specialists. The nurses employed by the State government have been assigned to continuous work in the counties during the fall and winter months, and they have inspected on the average about sixty thousand children per year. The Negro schools are visited exactly as the white ones. The object of getting handicaps removed, when present, has been only a small portion of their work. They have literally preached personal hygiene and community sanitation to thousands of people, both white and colored, who had never heard the story before.

There is a sanitary privy law in North Carolina which has been executed consistently, and which has also taught the Negro school child at school as well as at home the necessity for the prevention of soil pollution and the diseases that follow in sanitation.



In a broad sense, and in line with the actual conditions which face Negro school children of today, two general proposals are suggested for conserving and safeguarding their health:

1. Give the Negro school child the benefit of every facility that the white child has in this respect.
2. Because of the handicaps and the neglect which Negro school children have suffered and still suffer, there should be a hastening or intensifying of the efforts of organized health agencies to bring the belated public health services to Negro school children up to the national average. This will mean multiplying and extending recognized health education and health services to Negro children where there has been little or none before.

As a special outline for the intelligent care of Negro school children and the protection of their health, we suggest the following:

1. So organize, through the medical profession, the school system and the health departments of each county as a unit, a system of medical care which may be available to every Negro school child who needs the attention.
2. Provide nurses at public expense, who may be able to inspect or come in contact directly with every Negro school child in the State at least once each year.
3. Provide oral hygiene, including the simpler class of dental service, for every Negro school child under thirteen at least once a year.
4. And most important of all, provide for the Negro teacher-training institutions of the State

an intelligent, common-sense, systematic course of instruction on disease prevention. This should by no means be confused with the idea of physical education, which is another proposition entirely. This provision in the Negro teacher-training institutions should be put on the same basis as the training in mathematics and English. The lectures should be given at periodic intervals at least three hours a week, and should be delivered by a competent physician who has preferably had public health experience. The physician should be well paid for his lectures, so that he could afford to do this work properly. He should be a full professor, and the teacher should be required to take the course before being allowed a certificate of graduation from any institution.

5. The idea of daily inspection is an ideal which it will take a long time to reach; that is, the daily inspection by a trained nurse or by a physician, and one or the other would have to make the inspection before it could be considered as a real health inspection. Such an ideal can and should be maintained in large cities with congested populations, where distance is no item; but for rural sections and the smaller cities and towns and villages at the present time such an ideal cannot be considered. In lieu of this, the annual dental inspection and the nurse inspection, together with a careful medical inspection by a competent physician, of children found below normal can be arranged for every county, rural or urban.
6. The question of the control of communicable disease is one for very careful study and for



White House Conference on Child Health and Protection—Committee on the School Child

intensive education, but also it is a matter which should strictly belong to the quarantine service, which is always attached to health departments. The nature and control of the communicable diseases demand the very best the medical profession has to offer, and this should be available to whites and Negroes alike.

Because of the continuing excessive death rate among Negroes from communicable, and largely preventable, diseases some means or methods should be devised to emphasize to Negro children the necessity for building health habits that will save them from such communicable diseases. However, this emphasis should not be pressed to the point of developing unfavorable mental attitudes—tending to weaken or destroy the Negro children's happiness or self respect.

7. The Negro teacher, as indeed the white teacher, should be impressed with the fact that a poor building in an undesirable environment can often be made to teach some of the finest truths of public health and sanitation, provided the teacher has the energy and the knowledge to utilize such information to the best advantage. Such a building and such surroundings may often be transformed into a veritable health center. On the other hand, handsome buildings and expensive equipment, if not maintained as they ought to be, can easily develop into undesirable institutions in which such things as health education may be unknown.
8. If the Negro school child is to receive his proper portion of health care and is to be developed into a healthy and valuable citizen, the most important efforts of all child care should be directed through the child to the parents of such children in order to inform them at as early date in the child's life as possible of the many truths of scientific public health and education which are necessary to apply at home as well as at school for the development of healthy children.

How important it is then that there be a whole-hearted cooperative working agreement established between the schools and the homes, the teachers and the parents. More than that, it is imperative that the teacher in carrying on her health education program, the health service agencies, and the homes all work harmoniously together for the building of a healthy and happy race.

9. If public funds are to be made available for a health program for Negro school children it will be necessary to convince white people particularly the officials who control public funds, that disease knows no color line, that better health for the Negro school child means better health for the white school child, that the health, success and happiness of the pres-

ent and future generations of children, white and black, are inseparably linked in the South where millions of each race now live, and unquestionably will continue to live for generations to come.

The following questionnaire was sent out from the Sub-Committee on the Negro School Child, Mr. N. C. Newbold, Chairman:

#### Committee on the School Child—Sub-Committee on Negro Schools

The Sub-Committee on Negro Schools of the Committee on the School Child in the White House Conference on Child Health and Protection is trying to find out what is being done to protect and conserve the health of Negro school children in America. We shall thank you to assist us in this undertaking.

Yes No

1. Does your State provide at public expense medical inspection for all its Negro public elementary school children? .....  
For all Negro public high school children? .....  
.....
2. How is such medical inspection paid for  
a. By State funds altogether?.....  
b. By State and County funds jointly? .....  
c. By State, County and District funds jointly .....  
d. Or by some other method?.....
3. Is medical inspection of Negro school children in your State compulsory? .....  
If so, when and how often?.....  
By whom? .....
4. If not State-wide, are there any counties or municipalities that have medical inspection of Negro school children?....  
If so, please list these counties, cities and districts on the back of this sheet. NOTE: Please list all counties, cities or districts in which there is any medical inspection of Negro school children at public expense.
5. Can your office furnish us detailed information on the METHOD, the EXTENT, the COST and the VALUE of medical inspection of Negro school children in the list of counties, cities or districts named under "4" above? .....  
If not, will you give us the name and address of the person in each case who can supply this information?.....
6. If your State does not have a state-wide program for promoting the health of Negro school children, may we understand that there is no sort of medical inspection in ANY of the counties, towns and cities except those named under "4" above? .....  
.....



7. If medical inspection for Negro children is State-wide....., County-wide....., or City-wide....., is there any special surgical attention?..... Are there free clinics for treating minor or major ills? -----  
Or, are parents notified after examination of the treatment their children need? -----  
And then, is it left to them? -----
8. Does your State provide dental inspection of ALL Negro elementary school children? -----  
Of all Negro high school children? -----  
If so, please describe your procedure -----  
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9. How are funds provided for dental inspection? State?..... County?..... City?.....
10. If no State-wide dental inspection of Negro school children, do counties....., cities....., or special districts provide such?.....
11. Please list such counties, cities or special districts on the back of this sheet and give name and address of persons who can furnish us desired information.....
12. Does your State conduct clinics of any sort in the various counties and communities of the State for Negro school children?.....  
If so, please state if these are available to ALL Negro elementary and high school children in the State..... How often?.....  
Where?..... Expenses?.....  
From what sources are funds available, State?.....  
County?..... City?.....  
Special?.....
13. Do your State public elementary school courses of study include definite programs for teaching health, hygiene and physical education?.....  
Does high school curriculum include such courses?.....
14. Are Negro public school teachers required to teach these subjects in both elementary and high schools?.....  
Are the Negro teachers themselves trained to do this work?.....
15. Will you send us copies of your courses of study which include health, hygiene and physical education?.....  
Any other material which you use in those subjects?.....
16. If your State is promoting any other plans or programs for conserving the health and usefulness of our Negro school children, whether on State-wide, county or city unit basis, we shall thank you to tell us about them.....  
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## A New Theory in Science—Fundamentals in Physics and in Chemistry

By L. V. ALEXIS

The sponsors of Post-Modern Scientific Thought, two principals, one vice-principal and two high school teachers of the New Orleans Public Schools, present to the scientific world "Fundamentals in Physics and in Chemistry—By Lucien V. Alexis."

To physicists and chemists they send out the following admonition: "Since the physical sciences explain the phenomena of matter by means of theories that find their justification in the action of heat, gravity, electricity, light and motion, chemists and physicists cannot honestly or wisely rest satisfied until they have determined the true nature of heat, gravity, electricity, light and motion."

The theory of Post-Modern Scientific Thought is: "There is a single primordial unit of matter; there is a single primordial unit of ether-space". This theory is a challenge to modern scientific thought concerning the basic principles of physics and chemistry. There is in publication a syllabus, two monographs and a book, Fundamentals in Physics and in Chemistry, Vol. 1.

Fundamentals in Physics and in Chemistry presents a New Concept of An Ether Space.

The concept discloses:

1. The inter-action between light and subatomic matter;
2. A new and clear cut model of the atom, which accounts for ALL properties of matter;
3. The space of motion as finite in extent and,
4. ALL known phenomena of physics and of chemistry as arising in consequence of a few postulates.

The work seems destined to prove a Source Book in physics, chemistry, astronomy, biology and in religion; for it does not equivocate, apologize, defer or confound. It has only a few postulates and they "hang together".

The postulates are arrived at analytically through experimental evidence, and then through experimental and graphic evidence ALL the phenomena of physics and of chemistry are disclosed synthetically as consequences arising from the postulate as causes.

(Editor's Note: Mr. Alexis is a native of New Orleans, a graduate of Harvard, an ex-army officer, and the principal of McDonogh No. 35 High and Normal School, New Orleans. The sponsors of Post-Modern Scientific Thought are: Lucien V. Alexis, Lawrence D. Crocker, Varice S. Henry, Charles B. Rousseve and Louis A. Blanchet. The book is published by Post-Modern Scientific Thought, 2427 Palmyra Street, New Orleans, Louisiana.)

(Reprinted from the Item-Tribune, October 7, 1928):

## SCHOOL PRINCIPAL WARS ON OLD SCIENTIFIC THEORIES

By ELLIOTT W. HOUGH

What is mind?

What is life?

What is God?

Through the ages these questions and others of an elemental nature have been asked and variously answered, but still they have remained like the ancient Sphinx of Egypt to perplex man and encourage him to speculate.

Comes now Prof. Lucien V. Alexis, a Negro, the principal of McDonogh No. 35 high school, in New Orleans, and says all of these enigmas can and will be scientifically explained.

Professor Alexis, a graduate of Harvard, has just published a syllabus to Fundamentals in Physics and in Chemistry, in which he puts forward a new theory of the makeup of the physical universe.

The syllabus is a pamphlet containing in outline what Professor Alexis has written in full in a text book soon to be published.

Whether his concepts should prove to be right or wrong, perusal of the syllabus easily indicates that his ideas contribute the most startling scientific viewpoint that has been brought forward since the days when Darwin first advanced the theory of evolution.

In fact, Professor Alexis disputes and wars with practically all of the theories upon which the present sciences of physics and chemistry are based.

In the first place Professor Alexis postulates that the whole scientific method is wrong.

"Since physical sciences explain the phenomena of matter," he says, "by means of theories that find their justification in the action of heat, gravity, electricity, light, and motion chemists and physicists can not honestly or wisely rest satisfied until they have determined the true nature of heat, electricity, light, gravity, and motion."

Alexis' theory may be termed the Ethonic theory, for he has coined a new word "etheon," derived from the word ether, on which he bases his hypotheses.

### Disputes Molecular Theory

The ethon, he declares, is not matter, yet it is a particle which resembles matter. It is infinitesimally small, unalterable in nature, indestructable, spherical, movable, inelastic and powerfully magnetic.

Some of the most widely accepted theories which the professor disputes are:

The wave theory of light.

The molecular theory.

The electronic theory.

The theories of refraction and reflection.

The quanton theory.

For example, chemists hold that a unit of any given substance, the molecule, is composed of a varied number of atoms of elemental matter. Thus,

a molecule of water contains two atoms of hydrogen and one of oxygen. Again, a molecule of sulphuric acid contains two atoms of hydrogen, one of sulphur, and four of oxygen.

### Two Atoms for Molecule

"But no," says Professor Alexis. "Each molecule contains two atoms, and two atoms only."

He terms his theory as an "overthrow of modern scientific thought concerning the basic principles of physics and chemistry," and offers his syllabus to the scientific world in order to help make gradual "a necessary transition from modern to ultra-modern scientific thinking."

He concludes with a forecast that in the near future life, mind, and God will be scientifically accounted for.

## Book Review

"Three Centuries of American Poetry and Prose," Newcomer, Andrews and Hall, published by Scott, Foresman & Co., is a real contribution to the content and method of teaching American Literature in the High School. In scope and richness it comes very near to surpassing anything we have been privileged to examine in this field. Periods of American Literature hitherto untouched, or lightly passed over are opened up with all of their illuminating revelation of social customs and historical events which only an appreciative reading of a nation's literature can give. Some teachers might complain of its size in an era of outlines and handbooks. But the others presupposed in both the selection and arrangement of their material a desire on the part of both teachers and students to study the literature of their country as an interpretation of its spiritual and social ideals as they changed progressively from era to era of their history. We conclude as we began by saying that the volume is a notable contribution to the field of Literature teaching.

Ward's "M. O. S. Book," published by Scott, Foresman Co., 60c. The M. O. S. Book ought to be of great service in the last years of high school. It is excellent for students who are deficient in their use of English. Its perforated exercise leaves are time savers both for the pupil by eliminating rewriting of exercises and for the teacher in correcting the exercises. The idea underlying the M. O. S. is that the responsibility for results must rest upon the pupil rather than the teacher.

Miss Pearl C. Tasker has conducted a very successful campaign among the teachers of New Orleans in the interest of the National Association of Teachers in Colored Schools. Aside from enrolling about 75 teachers in the Association, the New Orleans Teachers Association has paid its affiliation fee to the National and has elected delegates to the Petersburg meeting.



**GARRISON DEMONSTRATION SCHOOL**

(Continued from Page 16)

visiting teacher. Groups of teachers in training at Miner Teachers' College are at times brought to the school for the purpose of directed observation. Their observation is followed up by conference with the college faculty member in charge. During the four-and one-half years of its existence, this school has been visited by teachers from many parts of the United States—states on the Atlantic seaboard, in the Middle West, the far Northwest, the far Southwest, and the South—and from such foreign lands as England, and Africa, and Norway.

In organizing the Garrison Demonstration School, the administrative authorities of the school system have taken effective steps in the matter of improvement of teachers in the service. They have made it possible for the beginning teachers to continue the work of observation started in the training school and thus to see the theories studied there worked out in approved techniques and procedures. They have thrown a safeguard around the experienced teacher by providing both a place and the opportunity for her to see changing viewpoints successfully worked out and thus to keep convinced of the constant possibility of improvement. For the highly successful and growing teacher they have provided a wider opportunity for service—a constant challenge that she be also ready to take a place in the work of exemplifying to others through classroom work principles, methods, and procedures which have passed the experimental stage.

**INTRODUCTION TO CIVIC PROJECT**

(Continued from Page 6)

State names are to be kept by rooms adopting names at the beginning of the school year.

Two primaries and two final elections will be held each year at the beginning of each term.

**WORK OF SENATE**

1. Holding meetings once each month.
2. Initiate legislation.
3. Divide School grounds among various States for duty.
4. Assign lunch list, milk classes, bank, and Christmas projects.
5. Work to get needed school equipment—  
School banner.  
School badges.  
Playground equipment.  
School newspaper.  
Planning and writing a Constitution.
6. Take charge of Traffic and Fire Prevention work.
7. Help to plan the Annual Pageant.
8. Take charge of Popularity Contest.

9. Act as Ushers Committee at movies.

10. Cooperate with Parent-Teacher Association.  
Grades 1 and 2 will be territories.

Each room will have a Room Club with officers similar to States. Two Representatives will attend Senate meetings.

Committees in each room:

Health Inspectors.

Fire Inspectors.

Cleanliness Committee.

Room Helpers.

**VALENA C. JONES SCHOOL CREED**

I am a pupil of Valena C. Jones School. I pledge myself to be polite, to be truthful, to be obedient, to be thrifty, and to serve my home, school, community, and my Creator.

To be a citizen of Valena C. Jones School Republic means to have a kind heart, useful hands, and a keen mind.

As a pupil of Valena C. Jones School I am pledging myself to do my part to keep this beautiful new building clean, free from dirt and trash. I shall do my part to help other boys and girls to keep clean the yard, building, and street surroundings.

**Routine Factors for Teachers in Valena C. Jones School—Session 1929-30**

Teachers are asked to give attention to the following:

1. Teach your pupils to obey bells.
2. Give your pupils some responsibility in helping to see that bells are obeyed.
3. Have pupils know that their wants are to be looked after between 8-8:45, at intermission and recess.
4. See that all materials for the day's work are in the classroom before day's work begins.
5. Insist on pupils crossing street at corners only.
6. Keep the daily attendance and total enrollment on Bulletin Board daily.
7. Insist on children coming to school clean every day.
8. See that every textbook given pupils has the proper label.
9. See that every textbook is covered.
10. Instruct boys to play in the yard.
11. Have pupils know that Traffic Squad must be obeyed.

**SCHOOL NEWSPAPER****Purpose**

To give the pupils actual experience in telling the activities of their several classrooms and the school.

To acquaint parents, patrons, and the community with the work of the school.

To build up a spirit of cooperation and goodwill between the school and the community.

## THE NEW ORLEANS NATURE STUDY AND GARDEN EXHIBIT

(Continued from Page 9)

One little Plant Fairy gives the reading "The Little Plant," by Kate L. Brown.

Then a song, "April Showers," is heard from a distance. The children tell how they will attend to their plants so that each tender blossom may drink and grow fair.

The "corn stalks" dance. Betty says that they will reap their vegetables soon now.

The Vegetable Fairies dance and the Queen calls an Elf Fairy to urge the children not to pick all of the vegetables but to leave some for the Naiads, Dryades, Nixes, and Pixies.

The children decide to keep some cows and chickens since their yard is so very large. Great pleasure is theirs in hunting for the eggs and milking the cows. The Milk-maid Fairies are called by the Queen to help them.

They have real work now in keeping the old white hen in her pen and the cows out of the garden; but they are happy for they are farmers and have a lovely garden.

They are surprised to find so much fun and so very much to do in their garden. They are never lonely now. All tell the Queen that their garden must be a "Magic Garden".

LORETTA M. SAUCIER,  
Teacher 2-B Grade.

## THE ORGANIZATION OF VOCATIONAL GUIDANCE IN NEW ORLEANS

(Continued from Page 12)

tion was not actively concerned in the recent survey of industrial conditions affecting Negroes which was sponsored by the Rosenwald Fund, it was able to be of assistance to the investigator, Miss Clara Byrd, by placing at her disposal the records of hundreds of Negro firms where investigation had been made by the research worked in the Department of Vocational Guidance. These records were of material assistance in enabling Miss Byrd to secure the information necessary for a recommendation for the establishment of a trade school for Negroes in New Orleans.

## MUSIC TEACHING AS A VOCATION

(Continued from Page 12)

or conservatory which gives the degrees of Bachelor of Music and Bachelor of Public School Music. Each of these courses requires at least four years. Of course, the prospective music teacher must have completed at least a high school course. A normal course would be highly beneficial because the same principles which are used in teaching reading and

arithmetic, are used in the teaching of music. I might say here that parents are becoming more particular about the type of music teacher they engage. They are coming to understand that just because a person can play the piano is no reason why she should be able to teach music, any more than a person who can read should be considered capable of teaching school. And then there is that basic requirement which must not be overlooked—the ability to perform creditably on at least one instrument. Musical training must begin in childhood. In this, music differs from other professions.

Now to our third question: Is it possible to earn a living by teaching music? The answer is, Yes. Thousands of people are earning their living at the present time by teaching music.

Of course, it is impossible to state any definite income which may be derived from this vocation. Prices vary according to the type of work and to locality. The public school music teacher is paid by the School Board and her salary is the same or more than that of the grade teacher. Likewise, the teacher in a music department of a college receives a salary in keeping with that of a teacher in any other department. The income of the private teacher depends upon the prices she charges per lesson. Her prices, in turn, depend upon the type of training she has received, whether she has a degree, and also upon the kind of studio she has fitted up. Prices also vary according to the individual pupils, the advanced pupils paying more than beginners.

In addition, a music teacher may add to her income by appearing in recital, or by playing for church services, or by directing a choir or choral club. The National Association of Negro Musicians discourages the playing, without recompense, of musicians on recitals, concerts and the like. No one would ask a doctor or a lawyer to give his professional services free, so why should a musician be expected to give her time and effort in a professional way, for nothing?

The Negro is musical. He has the gift of harmony and a keen sense of rhythm. Many Negroes have become artists of foremost rank. Nearly all of these have come from the most humble surroundings and I venture to say, that one of the greatest factors of their success has been the contact with trained teachers. Many others have the same ability but for one reason or another, lack proper training under efficient teachers. It has been prophesied that the Negro in America will make a great contribution to art. The realization of this prophesy depends to a great extent upon the teachers of the race.

Therefore I earnestly beg those of you who are interested in music to consider seriously the teaching of music as a vocation. I assure you it is one which is worthy of the best efforts and the unselfish zeal of forward-looking young men and women, a vocation which will not only bring returns to the individual, but will also aid materially in the progress of the race.



## COOPERATION OF CIVIC LEAGUES WITH PUBLIC SCHOOLS

(Continued from Page 13)

skeptical as to the good that would come from education, the doctrine of race patronage, race conscientiousness, racial uplift and racial solidarity has been preached, and we hope in future years to see racial enterprises spring up and flourish, because, and as a result of the unselfish efforts of this loyal group of civic workers.

Ward after ward has organized until there were 15 of the 17 city wards organized. It was then the need of a clearing house for all the leagues was felt, and the Federation of Civic Leagues was the outgrowth of the several ward leagues.

The Federation had its origin in the desire to fit into the needs of the Negroes of the whole city of New Orleans, acting through the ward organizations, and since its organization, pleas have come from every part of the city, from one section would come the complaint that "We have no school at all," from another "The school is inadequate to the needs of our children" and still another "The moral surroundings almost preclude the possibility of full attendance," and so on ad infinitum.

As a result of the many petitions and complaints, the Federation through its educational committee drafted the following school program:

### Program

1. Kindergarten training in the colored public schools.
2. A. P. Williams School rebuilt and relocated.
3. McDonogh No. 17 to relieve the congestion at Wicker School.
4. A school located in "Pailet Land".
5. Marigny School, new brick building on present site or elsewhere.
6. Seabrook School, new building relocated.
7. Law School, a new building.
8. A modern brick structure to replace the annexes of Lafon School.
9. James Lewis School, new building.
10. A school in the 12th Ward.
11. Leonidas School, new building.
12. A school in section Protection Levee, Pontchartrain, Carrollton Avenue.
13. Three Junior High Schools, Upton, downtown, and Algiers, vocational features.
14. A trade school for colored boys and girls.
15. McDonogh No. 35 High, new building relocated.
16. Normal School be opened to all local high school students.
17. Negro History incorporated in the curriculum of all colored schools to perpetuate Negro achievements.

After adopting our program, which we intended presenting to the Orleans Parish School Board, we saw it in the light that it was a bit too liberal and decided to submit it in piece-meal, a few items at a time *Pro Re Nata*.

The Federation, in addition to its liberal educational program, has before it many problems, affecting the group, among them, a suitable bathing beach for Negroes on the lake-front, in furtherance of this project, we have made representation to the Orleans Levee Board, and the sentiment at this time seems entirely favorable.

One of the real problems confronting us now is trying to have established in this state a reformatory for Colored Juvenile Delinquents. The Act No. 150 has passed the Louisiana Legislature, the Commissioners have been appointed, and our next step will be to get adequate appropriation, which we hope to do before the present session adjourns.

The League is intensely interested in parks and playgrounds for the colored citizens of New Orleans, and is lending a helping hand to the Seventh Ward in its untiring efforts to procure a much needed place of recreation in this community.

The task of building up a formidable organization wherein no selfish ends, no itching palms, no personal ambitions can be satisfied is not an easy one, it requires lots of real effort, well applied, you may therefore appreciate the work done by this little band of unselfish individuals, with no hope of reward, other than the consciousness of a duty well done.

The Federation is composed of the following:

J. A. Hardin, M. D., President; Geo. Labat, First Vice-President; A. P. Tureaud, Attorney, Second Vice-President; H. C. Gilbert, Third Vice-President; Mrs. D. J. Guidry, Financial Secretary; A. Mollay, Corresponding Secretary; Robert B. Hayes, Treasurer; J. Diaz, W. L. Gottschalk, Assistant Secretaries; B. T. Turner, Sergeant at Arms; Rev. D. F. Martinez, Chaplain; James Lewis, Jr., Walter L. Cohn, Geo. Guidry, Arnold L. Moss, L. Johnson, A. M. Trudeau, Prof. Arnaud, Albert Rieras, Louis Mayi, A. O. Bartholemew, Dr. E. P. Jimson, J. C. McKay, A. J. Carter and many others represent their ward leagues in this organization.

The League hopes in the near future to see leaders in all lines of endeavor lay aside their personal interests and selfish ambitions, and join in this city-wide effort to effect an organization strong enough to accept the dare or challenge from any source, where the interest of our group is in question. For it is then, and only then, New Orleans will have more and better schools, more and better paid teachers, more school supervision, better attendance, more educated boys and girls, a better citizenship and a better and brighter day.

J. A. HARDIN, M. D.

## THE NEW ORLEANS PUBLIC SCHOOL SYSTEM

(Continued from Page 11)

brick school building. Today there are three magnificent brick structures, and a fourth to be replaced with a better one. The system has been better favored with its purely educational program and salary schedule than in its building program.



There are still 18 frame buildings in the system, some of which are plastered and are neat, substantial buildings. But several are worn out and wholly unsuited to school purposes. All larger and more permanently located schools are to be replaced finally with modern brick or stone buildings. This done and New Orleans may boast of the most up-to-date school buildings in the South.

The Principals' Association, Teachers' Association, and the Vocational Guidance Association constitute the major extra teacher organizations.

The length of the school session is ten months, for which the teachers are paid in full. Text books are free to all pupils. Manual training, domestic art, and domestic science are a part of the regular course. Pupils must complete certain courses in these industries before graduating.

There are two graduate nurses whose duty it is to examine into and offer remedial measures for those who are ill and below standard physically. An approved practicing dentist is employed in dental hygiene. All schools have paid janitors with janitor's free lodges.

The forward strides that New Orleans has made in education within the last ten years has been exceedingly gratifying, moving up from the place of very low rank to the very first place in the South.

A. E. PERKINS,  
President Principals' Assn.

## POINTS OF HISTORICAL INTEREST IN AND AROUND THE CITY OF PETERSBURG, VA.

(Continued from Page 3)

sion, Daughters of the Confederacy, in honor of General Elliott and his South Carolina soldiers who fell on the Crater Battlefield on July 30, 1864.

**MAINE MONUMENT:** Located 400 yards south of Hopewell Road, one mile from Petersburg. Erected by the State of Maine in memory of 604 men of First Maine Heavy Artillery, who fell here charging in a vain effort to break the Confederate line on Colquit's crest of Hare's Hill, June 18, 1864. The Monument now carries the names of the men killed and those mortally wounded.

**NINTH OF JUNE MONUMENT:** Located on the Jerusalem Plank Road just about one-half mile beyond Blandford Cemetery. "This stone marks the spot where the old men and boys of Petersburg under General R. E. Colston and F. H. Archer, 125 strong on June 9, 1864, distinguished themselves in a fight with 1800 Federal cavalry under General Kautz, gaining time for the defeat of the expedition. Placed by the Petersburg Chapter, U. B. C., May, 1909."

**MAHONE MONUMENT:** Located at "The Crater" and erected by Petersburg Chapter, U. D. C., "To the memory of William Mahone, a distinguished Confederate Commander, whose valor and strategy at the Battle of the Crater, July 30, 1864, won for



Macarty School, 1605 Caffin Avenue, New Orleans, Louisiana. F. A. Lewis, Principal.



himself and his brigade, undying fame. A citizen of Petersburg, Virginia.

**POCAHONTAS BASIN:** Located in Central Park, is of conical form, about 5 feet in diameter, the oval excavation 12 inches across and about the same in depth. It rests upon a stone and cement pedestal, and is marked with a tablet inscribed: "Pocahontas Basin, erected by the Frances Bland Randolph Chapter, D. A. R., 1914."

**WYTHE STREET MEMORIALS:** To honor Petersburg's war dead, Petersburg Post No. 2, The American Legion, has made Wythe Street a memorial to the men who lost their lives in the World War. This memorial is an avenue of trees. At the base of each tree has been erected a concrete marker, with a United States Standard Statutory Bronze Plate bearing the name of a soldier killed in action, the unit to which he belonged, and the date and place of his death.

**"THE SPIRIT OF THE AMERICAN DOUGHBOY"** statue: At the intersection of North Boulevard and S. Sycamore Street, extended, Walnut Hill. "Presented to the City of Petersburg by Petersburg Post, No. 2, The American Legion, and affectionately dedicated to our comrades who marched out with us during the World War, and did not come back." Nov. 11, 1928.

**LEE MEMORIAL PARK:** (continuation of South Boulevard, Walnut Hill). Comprises 452 acres, having within its bounds two forts and about a mile of perfectly preserved entrenchments, which are living monuments to the siege sustained by the City of Petersburg in 1864 and 1865. Lake Wilcox is located within this park, which is used for bathing, boating, swimming and fishing. Picnic tables and benches have been provided, and Lee Park also contains two athletic fields, and hurdle and bridal paths for horseback riding.

**GENERAL ROBERT E. LEE'S HEADQUARTERS:** "Violet Bank"—Located on Petersburg Turnpike, near northern end of Appomattox Bridge. Established June 18, 1864. Here General Lee held a private conference with Jefferson Davis, President of the Confederate States of America. (Private property.)

"Beasley House"—558 High Street, Petersburg. Here he was in close touch with his men on the firing line. (Private property.)

"Edge Hill"—Opposite Central State Hospital, on Cox Road, near the point where he knew his thin line was the weakest, and remained here until the excavation, April 3, 1865.

**GENERAL GRANT'S HEADQUARTERS:** On South Market Street is the Seward Mansion (private property) where the last meeting occurred between President Lincoln and General Grant, before General Robert E. Lee surrendered; the terms of the surrender were discussed.

**GENERAL LAFAYETTE'S HEADQUARTERS:** "Oak Hill"—From this hill on the north bank of the Appomattox River, Lafayette shelled the City of Petersburg (then in the hands of the British) May 10, 1781.

**POPLAR GROVE NATIONAL CEMETERY:** Located about four miles south of Petersburg, on Poplar Grove Road, running westward from the Halifax Road, contains 5604 graves, in which 6232 persons are buried. There are 4071 graves of unknown soldiers.

Numerous fortifications of both Confederate and Federal armies are located on the battlefields around Petersburg, Virginia. By act of the Congress of the United States the National Battlefield Park of Petersburg was established and is now in course of construction.

### Tablets

**SITE OF FORT HENRY:** Located on W. High Street and S. A. L. Ry. tracks. "On this site stood Fort Henry, built 1645-46, Frances Bland Chapter, D. A. R., 1909." Fort Henry was established at the falls of the Appomattox, where Petersburg now is, for the defence of the inhabitants on the south side of the James River, against the attack of the Indians.

**PETER JONES' TRADING STATION:** Located at the extreme end of Short Market Street just beyond Old Street. The original building in which Peter Jones, the founder of Petersburg, conducted his trading business with the Indians.

**NIBLO'S TAVERN:** Bollingbrook Street, corner of Second. Where the city gave the Lafayette Banquet, 1824. Erected by Frances Bland Randolph Chapter, D. A. R., 1915.

**BATTERSEA:** 1325 High Street. "Battersea," the home of Colonel John Banister of the Revolutionary Army, where he suffered repeated and heavy losses from the depredations of the British. Here the Marquis de Chastellus was entertained in 1781."

**ORIGINAL BUILDING OF THE LADIES CONFEDERATE HOSPITAL, 1862-65.** The first Confederate Hospital established in the city (Hollingbrook and Third Streets, building now occupied by F. F. Thweatt & Bro., Inc.)

**SITE OF THE CONFEDERATE HOSPITAL FOR SOLDIERS FROM NORTH CAROLINA, 1852-1865.** (Brown and Perry Streets. British-American Tobacco Bldg.)

**SITE OF THE CONFEDERATE HOSPITAL FOR SOLDIERS FROM SOUTH CAROLINA, 1852-1865.** (Washington and Jefferson Streets. W. B. Beach & Co. Bldg.)

### Markers

**GENERAL A. P. HILL:** Three miles west of the city on the Boydton Plank Road. This granite marker recites the fact that General A. P. Hill was

killed April 2, 1865 at a spot marked in the pine about 200 yards north of the road.

**HARE'S BATTERY:** (Confederate). From this redoubt Jack Hare, a member of this battery, shelled and destroyed his own home opposite here, because it was being used by the Federal Army, July 1864. (Located on Hopewell Road just beyond the Iron Bridge.)

**COLQUITT'S SALIENT** (Confederate). On Hopewell Road just across from Fort Stedman, is the point from which General Gordon led his party of 100 men in the surprise attack on Fort Stedman, March 25, 1865.

**CRACIE'S SALIENT:** (Confederate Line): Siege of Petersburg, 1864-1865. (On Hopewell Road just across from Fort Stedman, to the southwest of Colquitt's Salient.)

**POPLAR LAWN HOSPITAL:** (Central Park, S. Sycamore Street). This marks the spot in Poplar Lawn where stood the Confederate Hospital, 1863-65. This Hospital ranked as "Number One" on account of its superior advantages.

**FORT STEDMAN:** (Federal Line). About one mile from city limits, and 100 yards west of Old Court House Road, where it bends abruptly eastward. This Federal Fort was taken in a surprise attack by General John B. Gordon early in the morning on March 25, 1865.

**GRACIE'S DAM:** (Confederate Line). Siege of Petersburg, 1864-1865. (On Hopewell Road, at Gracie's Salient.)

**CONFEDERATE BATTERY, NO. 5:** (Original Confederate Line.) (Siege of Petersburg, 1864-65. On Hopewell Road.

**FEDERAL BATTERY NO. 11:** Siege of Petersburg 1864-1865. (Directly south of Fort Stedman.)

**FORT HASKELL:** (Federal Line). Siege of Petersburg 1864-1865. (Directly south of Fort Stedman.)

**FORT GREGG:** (Confederate Line). Siege of Petersburg 1864-1865. A redoubt of heavy profile. On Boydton Plank Road, about a mile and a half west of the city, back of Petersburg Central State Hospital.

**FORT WALKER OR CONFEDERATE BATTERY NO. 35:** (Confederate Line). Siege of Petersburg, 1864-1865. (Located in Lee Park.)

**BATTERY PEGRAM 9:** (Confederate Line). Siege of Petersburg, 1864-1865. (Located in Lee Park.)

### The Virginia State College

The Virginia State College was established by the Act of the General Assembly approved March 6, 1882. It is located beside the Appomattox River on a hill north of Petersburg. Its elevation gives it an aspect of beauty that is rarely surpassed in this section.

The campus contains 110 acres which are divided into two parts by the Seaboard Air Line passing through it on the more extreme eastern side. During recent years this institution has grown rapidly, adding to its physical equipment four new dormitories, a gymnasium, an athletic field which is encircled by a steel wire fence, and several smaller buildings for the families and the Domestic Science Department. Because of its physical improvements and increased academic standards the Virginia State College has recently been rated as a Class A college by the State Board of Education of the State of Virginia.

### HISTORY OF NEW ORLEANS

(Continued from Page 15)

inhabitants looked with unbelieving eyes at the lowering of the French flag and to the raising of the flag of the United States. Louisiana had been sold to the United States by Napoleon, and the people realized that Fate had dealt strangely, indeed, with them, having made them citizens of Spain, France, and the United States within a period of five years.

During the period when Spain was in possession, many noteworthy incidents occurred, among which were the two great fires of 1778 and 1794. They destroyed the central portion of the town. The city had to be rebuilt. It was then that the "Vieux Carre" as we see it today, gradually came into existence. The "Vieux Carre" is shown with pride to all visitors. It remains intact as in the days gone by, with its narrow streets, its tiled roofs, its old cathedral, its Spanish city hall, or "Cabildo," its portecocheres and its foreign atmosphere. It is spoken of as the old French quarter. It was here that the old Creole families dwelt. Here French was spoken as a mother tongue and is still spoken in many cases. Though there has been much intercarrying with Americans, French customs are still observed throughout New Orleans today, especially in the section below Canal Street. French is taught in the public schools and a French hospital is maintained for and by French residents. Some of the famous buildings of this section that are visited by hundreds of visitors daily are the French Market, the St. Louis Cathedral, the Cabildo, Old Absinthe House, the Haunted House, and the Pontalba buildings.

It was not until the nineteenth century that New Orleans began to broaden out. Plantations above Canal Street were cut into lots and small squares. It was not long before skyscrapers began to darken the horizon where the American section (as it is called) was rapidly being built up. Today the two join hands (the French and the American) in making New Orleans the most interesting city South. The French section retains for us the charm, dignity, and culture of which any city would be proud; whereas, the American section keeps pace with the times and thereby earns for New Orleans the honor of being a "modern city".

MILDRED V. BERNARD.



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(Continued from Page 7)

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I. Lettering and labeling for exhibition; perspective drawing of garden tools; sketches of flower beds; water coloring from natural models; plans of bird houses, insect cases, etc. (correlated with arithmetic); designs for boxes and vases; flower motifs in bordering.

II. Scrap books of butterflies; birds; insects and clippings; ducoing baskets and containers for cut flowers.

#### Domestic Art

I. Blending of colors (a pink bow on a basket of blue larkspurs or cornflowers; orange nasturtiums in a green bowl, etc.); designing curtains, scarfs, pillows, etc., with flower motifs.

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50 QUARTS OF MILK



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